

*A Study on the
Role and Functions of Sub-District Functionaries
in Promoting Quality of Education
at the Upper Primary Stage
under SSA*

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Department of Elementary Education
National Council of Educational Research and Training
Sri Aurobindo Marg, New Delhi-110016

PROJECT TEAM

Project Director	Prof. K.K. Vashishtha
Project Co-ordinator	Dr. Sandhya Paranjpe
Associated Faculty	Dr. R.D. Sharma
	Dr. Usha Dutta
Project Fellows	Dr. Sushanta Kumar Roul
	Ms. Subhalaxmi Mohanty
	Shri Birendra Suna
	Shri Abdul Ghaffar

Secretarial Assistance

Miss Sunita Narang, Stenographer

Ms. Sangeeta Kalucha, U.D.C.

Shri Vinod Kumar, L.D.C.

(M-R)

DLDI, NCERT



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NAT (N R)

Preface

The nation's commitment to Education For All, calls for providing universal access, ensuring retention and delivery of quality education to children at the elementary school going age, across throughout the country. In the past decade, concerted efforts have been afoot to achieve this goal through a wide variety of programmes and schemes. The recent launching of the nation wide Sarva Shiksha Abhiyan (SSA) programme by the Government of India is another effort in this direction. The new programme advocates a decentralized, community based approach focusing on providing education of a satisfactory quality to all children, at the elementary level. Quality improvement is to be affected through various nodal institutions established at the block and cluster levels, a process which had been initiated under the District Primary Education Programme (DPEP).

Under the DPEP, these sub-district resource centres and functionaries played a critical role in realizing pedagogic change and qualitative improvement within the schools-classrooms. In the present context, with the inclusion of the upper primary stage under SSA, the urgency to re-examine the roles-functions of these key resource centres assumes greater significance.

The present research study attempts to assess the functioning of nodal block and cluster level institutions and functionaries with a view to achieving quality improvement at the upper primary stage of education. The study has been undertaken in five States representing four different phases of implementation under DPEP and one non-DPEP State. Primary and secondary data were collected from upper primary teachers and sub-district functionaries. The focus was on understanding their perceptions and views on dimensions such as - quality education, in-service training and related issues, major problems faced, onsite support and guidance, present and future roles and functions of block and cluster level functionaries, so as to ensure quality in future.

Based on the findings of the study, some useful suggestions on strengthening and redefining the role of sub-district functionaries to cater to the requirements at the upper primary stage have been highlighted for the system. It also discusses certain relevant implications for policy planning that would contribute towards more efficient management of upper primary classes by these nodal institutions. Hopefully, it would help the different State-districts in designing a capacity building programme for these institutions vis-à-vis SSA goals and objectives.

I take this opportunity to express my sincere gratefulness to Prof. J.S. Rajput, Director, NCERT for his continued encouragement, support and valuable guidance in the conduct of the study. Most sincere thanks are due to the State Project Directors of Andhra Pradesh, Bihar, Maharashtra, Meghalaya and Rajasthan for their co-operation and full support which has made it possible to undertake a research of this magnitude. The District Project Co-ordinators/Education Officers of Alwar, Gaya, Jaintia Hills, Osmanabad and Vishakhapatnam and their staff at the block, cluster and school levels also deserve special thanks for the organisational and logistic support provided by them to the research team during data collection.

The departmental research team deserves sincere appreciation for timely completion of the study. Contributions of Dr. Sandhya Paranjpe, Coordinator in bringing out the report, Dr. R.D. Sharma and Dr. Usha Dutta for their help in data collection in Osmanabad and Alwar are gratefully acknowledged. The four Junior Project Fellows namely, Dr. Sushanta Kumar Roul, Ms. Subhalaxmi Mohanty, Shri Birendra Suna and Shri Abdul Ghaffar deserve to be commended for undertaking the job of data collection with utmost sincerity and perseverance. Dr. Roul is particularly thanked for his valuable inputs in analysis of data as well.

I hope this piece of research would meet the requirements of the system and motivate the functionaries.

Comments and suggestions for further improvement of the report would be sincerely welcomed.

(K.K. Vashishtha)
Professor and Head
Department of Elementary Education
NCERT, New Delhi - 110016

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Abbreviations

APC	Assistant Programme Coordinator
BAS	Baseline Assessment Study
BEO	Block Education Officer
BRC	Block Resource Centre
BRCC	Block Resource Centre Co-ordinator
BRG	Block Resource Group
BRP	Block Resource Person
CPSC	Central Primary School Complex
CRC	Cluster Resource Centre
CRC	Cluster Resource Centre
CRCC	Cluster Resource Centre Co-ordinator
CRCF	Cluster Resource Centre Functionary
DEO	District Education Office
DI	Deputy Inspector
DIET	District Institute of Education and Training
DPC	District Project Co-ordinator
DPEP	District Primary Education Programme
DPEP	District Primary Education Programme
DPO	District Project Office.
DRG	District Resource Group
EFA	Education for All
EGS & AIE	Education Guarantee Scheme & Alternative Innovative Education
GOI	Government of India
MEO	Mandal Education Officer
MHRD	Ministry of Human Resource Development
MLL	Minimum Levels of Learning
MRC	Mandal Resource center
MRP	Mandal Resource Person

MTA	Mother Teacher Association
NCERT	National Council of Educational Research and Training
NGO	Non-Governmental Organisation
NIEPA	National Institute of Educational Planning and Administration
NPE	National Policy of Education
PRI	Panchayati Raj Institution
PTA	Parent Teacher Association
SCERT	State Council of Educational Research and Training
SCR P	School Complex Resource Person
SDF	Sub-distirct Functionary
SRC	State Resource Centre
SRG	State Resource Group
SSA	Sarva Shiksha Abhiyan
TCS	Teacher Centre Secretary
TLM	Teaching Learning Material
UEE	Universalisation of Elementary Education
VEC	Village Education Committee

Executive Summary

In the new millennium, India faces the twin challenges of providing access to education for all children at the elementary school going age and improving the overall quality of education delivered in schools. This has brought to centre stage the need for school reform and systemic change, throughout the educational system. The recent launching of the nation-wide Sarva Shiksha Abhiyan (SSA) programme by the Government of India recognizes the urgency to achieve quality elementary education through a decentralized, community based approach. Under the SSA, quality improvement is to be effected largely through various nodal institutions established at the block and cluster levels, the process of which was initiated for the primary stage under the District Primary Education Programme (DPEP). However, in the present context with the inclusion of the upper primary stage in SSA, the need to review and re-examine the roles and functions of sub-district structures and functionaries assumes tremendous significance.

The present research study attempts to assess the present and future roles and functions of sub-district functionaries with a view to improving the quality of education at the relatively neglected and un-researched upper primary stage of education.

OBJECTIVES OF THE STUDY

The major objectives of the study were to:

1. Assess the perception of teachers and sub-district functionaries (SDFs) about quality education and the factors contributing to achieving quality improvement at the upper primary stage of education.
2. Assess the perception of teachers and sub-district functionaries regarding the present and future roles and functions of SDFs in improving quality at the upper primary stage under SSA.
3. Identify problems faced by upper primary teachers and sub-district functionaries in improving the quality of education at the upper primary stage.
4. Assess the existing capacities and training needs of upper primary teachers and sub-district functionaries in providing quality education at the upper primary stage.
5. Identify inputs and strategies for strengthening the roles and functions of sub-district functionaries in providing academic support and guidance to upper primary teachers.

DESIGN OF THE STUDY

In order to realize the objectives outlined above both primary and secondary data were collected from five districts namely Osmanabad, Vishakhapatnam, Gaya, Alwar and Jaintia Hills each selected from five different States, representing various phases of implementation under DPEP i.e. Phase I to IV and Non-DPEP respectively. In these districts, 18 blocks/mandals, 34 block functionaries, 63 cluster resource centres, 63 cluster staff, 160 upper primary schools/sections and 461 upper primary teachers including head teachers/incharge HMs, comprised the final sample of the study.

Primary data was collected with the help of a set of five tools developed specifically for the study, which were finalised after trialling in Haryana. The tools were also translated into Hindi. The tools developed were as follows:

- (i) Interview Schedule for Teachers
- (ii) Interview Schedule for Block Functionaries
- (iii) Interview Schedule for Cluster Functionaries
- (iv) Profile of Block Resource Centres
- (v) Profile of Cluster Resource Centres

The research team collected data from August 2002 to March 2003, from each of the selected districts. Visits were undertaken to selected block education offices and resource centres, cluster resource centres and schools for conducting interviews with concerned functionaries. In addition, group discussions were organized in each of the district headquarters with concerned district, block and cluster staff. This interaction provided an overview of the present status of the two programmes amongst other aspects. On completion of data collection, analysis was undertaken using both descriptive statistical methods and content analysis. A brief summary of the major findings of the study are presented in the next section.

MAJOR FINDINGS

Aspects	Teachers	Sub-District Functionaries
1. SSA and Quality Education	<ul style="list-style-type: none"> Practically all the teachers were aware about the SSA through orientations and/or discussions Lack of clarity regarding the goals of SSA and differences between DPEP and SSA emerged across districts. Quality education was perceived as crucial and a mix of different factors such as infrastructural facilities, capacity building and onsite school based support. Teachers generally explained it more in terms of inputs required and outputs/outcomes. A well equipped school, where children come regularly were viewed as the two basic pre-requisites in achieving quality education. 	<ul style="list-style-type: none"> BRCCs, MRPs and CRCCs were better informed about SSA, in comparison to block/mandal education officers. All SDFs urgently wanted training on various aspects of SSA and role clarification vis-à-vis upper primary teachers' needs/requirements and quality improvement. Quality education was acknowledged as crucial by all. Difficulty was expressed in defining / explaining the term. BEOs perceived quality in terms of input provision and capacity building of teachers. BRCCs and CRCCs visualized it more in terms of desirable outputs-outcomes in students. DPEP Phase I and II functionaries viewed quality as activity based methodology used in the classroom.
2. Major Problems	<ul style="list-style-type: none"> Major problems faced were lack of infrastructural facilities and TLM, lack of subject teachers, irregular attendance of children, lack of training, low levels of subject mastery and non-co-operation of parents. 	<ul style="list-style-type: none"> Major problems cited by SDFs were - part time nature of appointment, double or triple roles being performed, lack of facilities and training to handle upper primary teachers and more number of schools being catered to.

3. In-Service Training and Related Issues	<ul style="list-style-type: none"> • No training had been imparted specifically for handling upper primary classes. Some teachers had attended training under DPEP. • Trainings attended had increased teachers' self-confidence, helped in improving classroom practices and school environment and use of new methods (activity based) for curriculum transaction. • Suggestions given for enriching future trainings were - identification of experienced subject experts as resource persons, more practical demonstrations, follow up and on the spot school based feedback for improvement. • Subject specific training emerged as the top priority, wherein Science was viewed as the most important, followed by English and Mathematics. Other areas identified were preparation and use of TLM, transaction of co-scholastic areas, use of computers and new methods in teaching. 	<ul style="list-style-type: none"> • SDFs urgently desired training in - specific subjects, preparation and use of TLM, laboratory, computers and science equipment, diagnostic and remedial teaching, and administration and management of schools. • Upper primary teachers required training in - specific subjects to upgrade their knowledge and develop concept clarity, new methods, preparation of appropriate TLM, transaction of co-scholastic areas, lesson planning, student monitoring and evaluation and school health and sanitation, as perceived by SDFs. • Training needed to be followed by onsite guidance and support to teachers in classrooms. This was viewed as the key to quality improvement. The type of support required by teachers was in preparation of lesson plans, use of TLM, dealing with difficult lessons/units, use of laboratory and science equipment.
3. Role of District Level Institutions	<ul style="list-style-type: none"> • The role of district level institutions was viewed as critical. Overlapping of roles to a certain degree between the DPO and DEO, as '<i>planners</i>', '<i>organisers</i>' and '<i>providers</i>' emerged. • The DIET was viewed as the key academic resource institution. The need to make it proactive and functional in terms of the experienced additional staff to provide training and conduct, monitoring and evaluation of teacher-student performance was emphasized. 	<ul style="list-style-type: none"> • Block and cluster staff appreciated the key role played by the DPO, DEO and DIET. Some degree of role overlapping between the DPO and DEO emerged in that of- organizing trainings for teachers, supervision, monitoring and evaluation of school activities. • Role of DPO and DEO was perceived to be more administrative than academic in nature involving functions like - planning, organising, appointing teachers, providing funds/incentives and co-ordinating/ supervising the activities of BRCs, BEOs, CRCs and schools. • The DIET was visualized as a key academic organization but non-functional. Developing stronger linkages between DIET, BRC and CRC in terms of training, monitoring and evaluation as well as capacity building of SDFs was suggested. • Policy decisions needed to be taken by district-State authorities so as to facilitate the roles of SDFs under SSA.

Roles and Functions of Sub-District Functionaries	<ul style="list-style-type: none"> • BRCCs and CRCCs were viewed as important functionaries. The role of the former was viewed as that of a 'provider', 'trainer', 'organisator' and 'monitor'. Cluster staff were seen as 'facilitators' and 'academic guides'. The role and interaction of CRCCs was appreciated more than the block staff, as were MRPs/SCRPs in Vishakhapatnam district. • School visits were viewed as the key to quality improvement. A wide variation in periodicity of visits by block and cluster functionaries, across all districts was noticed. Greater frequency of visits by all SDFs, especially BEOs was desired to facilitate better and more regular academic guidance. • Teachers expected CRCCs to provide support in aspects such as - lesson planning, implementation and evaluation, monitoring and evaluation of students' performance, optimal use of TLM, classroom organisation and management, handling difficult units and balancing a child centred approach with content delivery. 	<ul style="list-style-type: none"> • Similarities in the roles-functions of SDFs emerged across the four DPEP districts. SDFs in Phase I & II highlighted the evolving nature of their roles. • The role of BEOs/MEOs was more administrative, supervisory and managerial as compared to the academic role of BRCCs and CRCCs. • Across districts, block functionaries acknowledged CRCCs as the '<i>crucial link</i>' between them and teachers and were appreciative of the work being done by them. • CRCCs organised monthly meetings, follow-up of training and providing some onsite academic support to primary teachers. • Key issues highlighted by Block staff were - existing qualifications of SDFs, and feasibility and viability of handling larger number of schools under SSA. • Shift in existing roles and functions under SSA in aspects such as - quality improvement, subject specific training, preparation of TLM for Science and Social Sciences and transaction of co-scholastic areas and alternative schooling was visualised. • Preparatory activities like orientations and discussions had been initiated. Additional staff, elimination of non-academic duties, provision of infrastructural facilities, TLM and training were emphasized.
5. Strengthening the Role of Sub-District Structures and Functionaries	<ul style="list-style-type: none"> • To facilitate the role of BRCs and CRCs district authorities needed to address key issues such as - part-time nature of CRCCs their existing qualifications and experience vis-à-vis upper primary teachers' requirements, burden of non-academic work and their dual/triple roles. 	<ul style="list-style-type: none"> • SDFs across all districts emphasized the need to improve resource centres through inputs such as - separate buildings, adequate infrastructural facilities, library, laboratory and TLM as well as trainings for their capacity building. • Cluster staff emphasized the need for continuous support from both BEOs/MEOs and BRCCs. BRCCs were expected to organize more need based trainings and function as a '<i>monitors</i>', '<i>evaluators</i>' and '<i>guides</i>'. • Promoting participation of Inspectors, ADEIs, School Complex Heads was perceived as an important input by SDFs.

Based on the major findings an attempt has been made to present a conceptual framework emerging from an understanding of how quality education was perceived by teachers and SDFs and what would be required to further facilitate their own roles in effecting qualitative improvement in schools as given in the Figure.

RECOMMENDATIONS

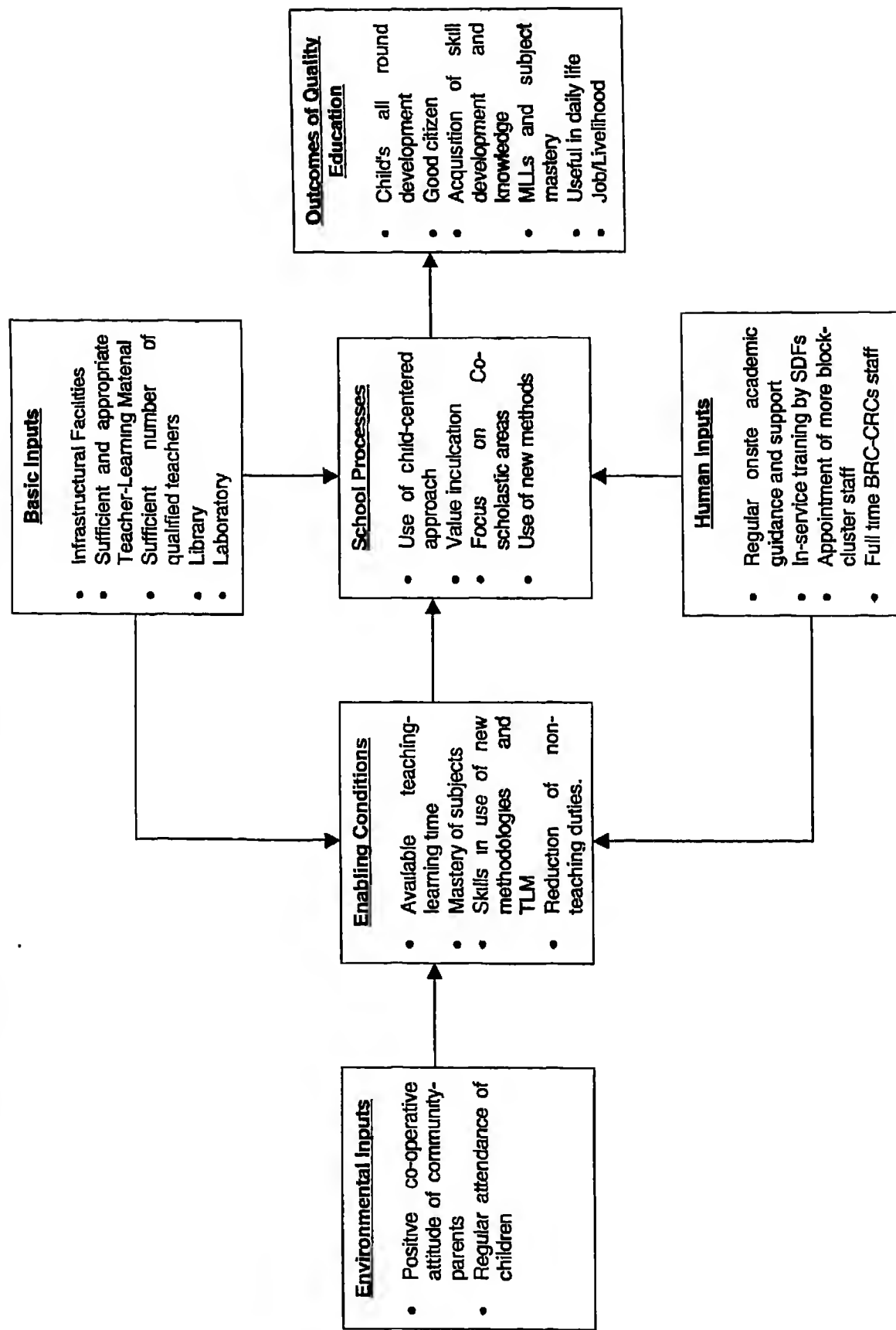
Major recommendations have been highlighted in terms of action points to be taken by functionaries operating at different levels. As a first step, it is important that all the major stakeholders in each district conduct a joint exercise in order to:

- arrive at a common consensus as to '*what*' constitutes quality education through a series of discussions conducted at different operational levels,
- adopt a differentiated school wise approach to identify needs of upper primary schools-classes,
- establish the '*pre-requisites of quality*' in terms of infrastructural facilities and sufficient number of qualified subject teachers and
- specify and spell out clear cut roles-functions-activities to be performed by various categories of functionaries across different levels of operation, and develop a monitoring mechanism to assess the progress and performance.

I. Sub-District Level

- SDFs need to move from the present mass scale approach in achieving quality improvement to an individual school wise need based strategy,
- Priority in developing teacher mastery through a systematic local learning programme comprising in-service training, supervision and onsite support is required,
- Future training programmes should focus on development of requisite teacher mastery across subjects, skills in participatory management, handling oversize classes, use of computers, transaction of co-scholastic areas and EGS & AIE,
- Training needs to be a regular feature and not a one-time event. Besides BRCCs and CRCCs, outside experts, experienced, '*good*' upper primary and secondary teachers should be involved on a rotation basis,
- Activating Inspectors, ADEIs, School Complex Heads and HMs through a comprehensive training package for induction and future involvement in classrooms,
- Re-examining the number of clusters and schools under BRCs and CRCs respectively,
- Re-focussing the scope of monthly meetings held at the CRCs, to include actual demonstrations, use of TLM/kits/laboratory, dealing with difficult units, lessons and pedagogic practices,

Figure : Emerging Conceptual Framework for Quality Improvement at the Upper Primary Stage of Education



- Building regular communication channels with the community-parents and inviting them to take on more responsible roles in their child's education,
- Organising joint trainings for school staff and parents to be moderated by cluster-block staff under the leadership of the DIET and active NGOs in the locality,
- Head teacher and staff to modify their roles so as to promote parental participation in school activities and
- BRCCs should work more closely with CRCCs and visit schools more regularly to provide onsite support.

II. State - District

A. Action Points

- Institution building by the State so as to develop a range of institutions necessary for supporting quality improvement interventions in terms of - curriculum development, preparation of TLM aids/equipment, teacher training, harnessing community partnership and alternative schooling,
- Examining the feasibility of local resource generation and maximizing the same,
- Establishing a reliable system for producing and distributing materials and providing necessary resource support for quality improvement, based on mapping of local needs-requirements of each individual school,
- Activating the DRG and inducting secondary and higher secondary teachers to act as resource persons,
- Examining the profile required for selection of BRCCs and CRCCs in the context of upper primary education,
- Monitoring the process of decentralization and strengthening weaker aspects based on earlier DPEP experiences, by the State,
- Reviewing and re-examining the roles performed by DEO-DPO to avoid over-lapping,
- Preparing a comprehensive institutional development plan for the DIET to make it pro-active. The DIET should function as the nucleus of an academic network comprising DIET, BRCs, CRCs and HMs. The BRCC should be given the status of an associate faculty of DIET,
- Constituting the BRC as an extension of BRG,
- Redefining the role of BRCCs/CRCCs in terms of their onsite academic support role of teachers, VECs and parents,

- Exposing BRCCs and CRCCs to an intensive training package on subject specific curriculum inputs and pedagogic practices,
- Rationalizing the distribution of quasi-academic and administrative responsibilities between BRCC/BEO,
- Selecting and appointing the ideal number and mix of resource persons to be appointed at the block and cluster levels,
- Identifying the qualities that resource persons should possess in order to provide effective academic support to teachers,
- Appointing full-time co-ordinators at the block and cluster levels, with inclusion of upper primary under SSA and
- Clarifying roles and functions of BRCCs and CRCCs in terms of specific activities to avoid over-lapping unless required as a planned input.

B. Policy and Administrative Measures

With a view that policy decisions match emerging needs and resolve critical issues identified in the study, a number of measures that will facilitate the functioning of BRCCs and CRCCs and promote quality improvement have been detailed out:

- A policy on provision of basic infrastructure for upper primary schools-classes,
- A comprehensive policy addressing the issue of non-availability and recruitment of qualified subject teachers, simultaneously retaining and rationalizing the posting of existing teachers,
- Reviewing the existing qualifications, experience and exposure of BRCCs and CRCCs vis-à-vis upper primary teachers needs/requirements,
- Institutionalizing the cluster resource centre or its equivalent,
- Appointing full time competent CRCCs and BRCCs,
- Formulating a feasible and practical recruitment, selection and appointment strategy,
- Linking performance to professional growth of teachers, to be monitored by the community and parents of children in individual schools,
- Formulating a comprehensive redeployment and transfer policy for BRCCs and CRCCs,
- Articulating clear cut guidelines and role clarification for all types of functionaries and
- Reviewing the authority/power invested in BEOs and BRCCs

AREAS OF FUTURE RESEARCH

A significant aspect that emerges from the study is the need to undertake periodic research at the national, State and district levels, since nodal institutions keep evolving and the requirements/needs of school teachers also change over time.

Based on the findings, an attempt has been made to identify a number of areas that would contribute in better planning and implementation of interventions for quality improvement such as:

- benchmark studies in DPEP districts to facilitate appropriate policy decisions and interventions,
- indepth case studies of functional and not so functional resource centres to assess the ideal mix of roles-functions to be performed by SDFs,
- identification of linkages, communication channels and strategies required from the DIET to the school level to optimise functioning of nodal institutions,
- analysis of activities performed by SDFs focussing on quality improvement vis-à-vis school visits and monthly meetings for quality improvement and
- comparative studies across districts focussing on processes adopted by nodal institutions for quality improvement.

Adopting all the above mentioned measures would only serve to improve, enhance and equip sub-district functionaries and facilitate their role in supporting upper-primary teachers under the Sarva Shiksha Abhiyan programme so as to contribute towards quality elementary education for all children.

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Chapter - I

INTRODUCTION

In the new millennium, India faces the twin challenges of providing access to education for all children in the elementary school going age and improving the overall quality of education delivered in schools. This has brought to centre stage the need for school reform and systemic change through out the educational system. Realizing the challenges facing the nation it is imperative that effective management and capacity building of all institutions and individuals involved in this exercise is seriously tackled in order that the goals may be achieved within the existing constraints of available infrastructure, financial and manpower resources. The move towards effective and sustained systemic change, ultimately resulting in quality improvement, particularly at the elementary stage has its roots in various policy documents and initiatives.

1. The Policy Perspective

The nation's commitment to the goal of providing education for all lies embedded in the Constitution itself, wherein Article 45 stipulates that free and compulsory education be provided for all children up to the age of 14, by 1960. Realizing this constitutional commitment by ensuring that all children receive at least primary education of a satisfactory quality has been a difficult task to achieve within the stipulated ten year time period. Thus, it has been reflected repeatedly in some manner and degree in various national level policy documents and reports such as the National Policy on Education (MHRD 1986a), Programme of Action (MHRD.1986b), Revised National Policy on Education and Programme of Action (MHRD.1992a) and the Report of the Committee for Review of the National Policy (MHRD.1992b) amongst others.

In the post-Independence era, the National Policy on Education-1986 was a landmark document, since it set the stage for the central government to play an increasingly important role in the delivery of primary education advocating an integrated approach based on social justice, equality and equity. It very explicitly recognized the need to expand and improve basic education through a multipronged approach vis-a-vis formal, non- formal and adult literacy programmes. The focus of efforts in this direction were categorically mentioned as:

The new thrust in elementary education will emphasize two aspects:

- (i) Universal enrolment and universal retention of children up to 14 years of age and***
- (ii) A substantial improvement in the quality of education.***

Concerted efforts have been afoot to translate policy directives into effective action through a set of centrally sponsored schemes such as Operation Black Board (OBB), District Institutes of Education and Training (DIETs), Total Literacy Campaigns (TLCs) and Minimum Levels of Learning (MLLs). A number of projects were also initiated to develop sustainable and replicable

programmes related to basic education namely the Mahila Samkhyas, Bihar Education Project, (BEP), Andhra Pradesh Primary Education Project (APPEP), Uttar Pradesh Basic Education Project (UPBEP) and Lok Jumbish through external assistance.

Fine Tuning in the 1990s

The Revised Policy Formulations 1992, went a step further by highlighting the need for adopting an integrated, decentralized management approach focusing on developing district level capacities while simultaneously enhancing community involvement. This policy initiative along with the Delhi Declaration 1993, reaffirmed the nation's total commitment and unanimity towards pursuing the goal of '*Education for All*', by placing it at the centre of India's development agenda, resulting in the launching of the '*homegrown*' District Primary Education Programme (DPEP). This particular programme has been the most intensive effort of the Central Government in increasing access, enrolment, retention and quality in primary education in the 90's. In order to assess the level of success in realizing the DPEP objectives, a Midterm Assessment Survey (MAS) covering all the 42 DPEP Phase I districts was conducted by NCERT in 1997, after a lapse of three years. The study has shown that the average performance of students in Class I in Language in 25 districts and Mathematics in 24 districts has crossed the 60 percent level (MHRD Annual Report, 1998-99).

Such a concerted movement at the national level was given a further boost with experts at International forums clearly articulating the critical role of basic education as was emphasized in the World Conference on Education For All, at Jomtein in 1990. The world community reaffirmed the right of all people to education and the urgency to achieve 'EFA' which was further reinforced in the Delors Report (1996) in that basic education is "*an indispensable passport to life that will enable people to choose what they do, to share in building the collective future and to continue to learn. Basic education is essential if inequality, both between sexes and within and between countries, is to be successfully challenged*". Once again, the report reiterated that it is this particular stage in life that provides both a solid basis for future learning and the essential skills for living a fulfilled and constructive life within society.

Despite international and national policy rhetoric and universal acknowledgment that providing quality basic education is a '*given non-negotiable*' yet there still exists a wide rhetoric-action gap. Seeking explanations as to why the objectives of EFA have been so hard to accomplish particularly with regard to improving educational quality in basic education has become a world wide concern. At the same time, one cannot ignore and needs to appreciate the significant gains made since Independence in the provision and expansion of primary education in quantitative terms.

During the post-Independence period, the number of primary schools increased from 0.13 lakh in 1950-51 to 1.90 lakhs in 1999-2000, with 95 percent of India's rural child population being provided access to primary schooling within a walkable distance of 1 kilometer. Enrolment figures at the primary stage increased almost six fold from 191 million in 1950-51 to 1109 million in 1999-2000, with the problematic girls' enrolment showing an appreciable increase from 5.4 million to 48.2 million. Gross enrolment ratios (GER) of

children in the 6-11 age group went up from 42.6 percent to 92.14 percent in the same period (MHRD, Annual Report 1999-2000).

Despite the impressive achievements made in the primary education sector, there still exist major problems related to dropout and low participation rates particularly of girls and other disadvantaged groups. More importantly, a major lacuna being the poor quality of education as is reflected in the low levels of learning achievement across a number of States/districts within the country. The urgency to address these concerns has been further expedited after the Dakar Conference 2000, reaffirming the Jomtein Declaration. The Framework very explicitly highlights ***"improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all"***.

In the new millennium the Government of India launched the first national level programme on elementary education - the '*Sarva Shiksha Abhiyan*' in a mission mode in partnership with States, aiming at providing ***"education of a satisfactory quality with emphasis on education for life"***. The SSA recognizes the need and urgency to improve the delivery and performance of the education system through a decentralized, community-based approach. It focuses on planning for the learning needs of every child through an intensive micro-planning exercise with full community ownership. This programme received a further impetus with the Constitution 86th Amendment Act 2002, enacted by the Parliament to provide free and compulsory education to all children in the age group of 6-14 years. The challenge is stupendous and simply advocating the '*quality mantra*' will not serve any purpose. The educational community needs to translate the same into effective practice at the level where it matters the most, i.e., in the classrooms.

In the country's relentless pursuit of quality education, it becomes imperative to consolidate and sustain the hard won gains in the past and increase the pace of progress in the delivery of quality education. What is required for providing so-called '*good*' or '*quality*' education at the ground level is assisting schools to improve '*what is going on*' or '*actually happening within the classrooms*' i.e. teaching-learning process, curriculum transaction, monitoring, etc. More importantly, it is acknowledged that positive reforms or changes can only succeed where organizational norms, assumptions, goals and processes supported generative learning and new ways of resolving problems faced by teachers. This needless to say would depend on the managerial and institutional arrangements and their existing capacity at all levels in the educational system throughout the country.

Effecting institutional capacity building is no doubt a stupendous task, since management of education in India is particularly difficult in rural areas where more than 75 percent of the schools exist and education to children is largely provided by a multitude of small, dispersed and disparate schools (World Bank 1997). It is a matter of common experience that a large number of schools in the country suffer from chronic isolation. As a result, both physical and human resources cannot be optimally utilized. These schools also have discrete organizational problems such as professional and social isolation of teachers, poor infrastructural facilities, and meager resources, lack of necessary information knowledge and skills, lack of clarity about reforms since they are imposed in a top-down manner and a multitude of changes being simultaneously implemented (Paranjpe 1996). The Probe Report 1999, highlighted similar concerns by teachers

interviewed across the country. In addition, unsupportive management was also cited as a major hurdle with the inspection system role being referred to as a crude '*watch dog*', due to the lack of sensitivity on the part of the administration as to what is actually going on in classrooms. By implication, the reality of achieving quality improvement in both primary and upper primary schools, calls for rethinking traditional principles of organizational design in an effort to cater to new demands and desired/expected changes in varying contexts across the nation.

2. Emergence and Evolution of Sub-District Academic Resource Structures

Against the existing educational background scenario, the most significant challenge facing the nation in the new millennium is how to make school level management and functioning effective, so as to develop and sustain schools as centres of gainful quality learning. Keeping in view the vastness of the country, spread of schools, diverse locations and differential management systems, decentralization as an approach through clustering of schools was perceived as a pragmatic organizational device. At this juncture, it needs to be mentioned that creation of clusters was not a new idea but goes back to the sixties

Historical Perspective

The Kothari Commission, as far back as 1966 mooted the strategy of clustering then termed as '*school complexes*' as an innovative organizational device for school improvement. The Commission felt that such an organizational arrangement would have several distinct advantages. Firstly, it would break the isolation of schools; secondly it would enable a group of schools in one neighbourhood to work towards improving quality through optimal utilization of resources; thirdly it would help the Department of Education to devolve authority in a more functional manner. The Kothari Commission visualized that under the scheme schools will gain in strength, exercise greater freedom and help in making the educational system more dynamic and functional. Subsequently, however, only eight States in the country introduced the scheme that too on an experimental basis, wherein complexes were visualized as administrative and supervisory centres for achieving Universalization of Elementary Education (UEE). After a period of experimentation, it was only in one State i.e. Maharashtra, that the School Complex Scheme was officially launched in 1977-78, under the name of Central Primary School Complexes (CPSC) or Kendra Prathamik Schools. The CPSCs slowly became an inherent part of the administrative machinery playing both an administrative and supervisory role for nearly two decades.

What is interesting to note is that despite policy directives, initiated as far back as the 60s, large-scale operationalisation of school complexes, in particular as organizational academic resource and support centres rather than mere administrative structures, took a definite shape after a gap of nearly three decades in 1993-94, with the launching of the District Primary Education Programme (DPEP). As mentioned earlier on the DPEP was a '*homegrown*' national programme devised to overhaul and revamp the Indian primary education system in keeping with the Central Advisory Board of Education (CABE) guidelines, through diverse international sources of funding. Its distinctiveness lay in the fact that it aimed at achieving UEE in a decentralized mode

with an emphasis on community participation and capacity building across all levels, with the district as the central unit of planning.

The DPEP Experience

With the launching of the DPEP in some selected educationally backward districts of the country (DPEP Phase I) in 1993-94, a special effort was made to create and strengthen sub-district structures in the form of Block and Cluster Resource Centres by providing more financial and technical assistance to the concerned States, through external funding. The broad aim of this exercise was to ultimately improve schools through a mechanism of sustained academic guidance and support, thereby resulting in the delivery of a better quality of education in primary schools.

In the initial period (first two years) 1994-96, it was observed that the State Project Offices (SPOs) and District Project Offices (DPOs) vis-a-vis the Block Resource Centres (BRCs), Block Education Offices (BEOs) and newly established or revamped Cluster Resource Centres (CRCs) focused on providing and maximizing the optimal use of infrastructural facilities and generating as well as enhancing community awareness and involvement in primary education.

This was done with a view to achieve 100 per cent enrolment and improve the attendance and retention of school going children, at the primary level. By 1996-97, there was a perceptible change and a definite shift in the kind of activities being undertaken by sub-district structures namely, the BRCs and CRCs and their equivalent structures. A visible shift was observed in functionaries providing and improving in-service training and onsite school based support and guidance in a variety of classroom processes. The nature of support, however, varied from State to State depending on *the vision of the overall pedagogical renewal process in each State. Though each State engaged itself in all aspects of pedagogical renewal including teacher training, textbook renewal, evaluation, TLM development, etc. each State had a different focus determined by its context and vision which in turn influenced the evolution of its sub-district institutions. (EdCIL, 2001).*

This movement towards decentralization down to the cluster level gained momentum as more and more districts came into the fold of DPEP in the subsequent Phases II, III and IV. The role, functions and responsibilities of the sub-district structures also kept evolving in order to cater to local, district specific needs and requirements. State specific organization/structures and patterns emerged which also kept changing over time. Thus, sub-district structures did not emerge as isolated entities but depended to a large extent on the '*State pedagogic vision*' functioning as crucial link structures at different levels to facilitate and influence the attainment of goals and implementation of other related interventions.

The growing recognition of the critical role played by sub-district structures that had expanded during the DPEP was repeatedly emphasized by the Joint Supervision Mission teams in their reports. This is also clearly visible in the NCERT's National Curriculum Framework for School Education (NCFSE), 2000. The document highlights the need to activate and strengthen sub-

district or school complex level structures as resource centres to provide quality education to children simultaneously functioning as lead institutions in their respective areas. Alongside ensuring accountability of the so-called '*managers of the system*' at different operational levels they have also been emphasized as vital for the effective implementation of the curriculum, within classroom settings, thereby giving a definite academic thrust to the nature of the future activities of resource centres.

The utility, relevance and importance of block and cluster resource centres in providing academic supervision and support to schools in the nation's quest for quality has been further acknowledged in the India Country Report 2001. The report which outlines the Draft National Plan of Action clearly appreciates these grassroots level institutions that emerged under the DPEP, as "*effective units for planning and implementing quality initiatives by providing space for peer group interaction across selected districts*". Further, the Working Group Report on Elementary and Adult Education Tenth Five Year Plan (2001), have duly acknowledged the sub-district resource centres as having impacted teacher training and provided academic support to teachers in a significant way. Formation of resource groups has also contributed to pedagogic improvements under DPEP. The Report draws attention to the need to focus on upper primary education since primary education was the major focus in the past. The role of DIETs reaching out to schools vis-à-vis the structure, roles and functions of sub-district resource centres has also been pointed out as having a definite bearing on professional development of teachers. The translation of rhetoric appreciation into actual practice became more tangible and realisable in the present context, with the first national programme of elementary education in the country being recently launched by the Government of India, namely - '*Sarva Shiksha Abhiyan*'.

Sarva Shiksha Abhiyan

The SSA has been implemented in a mission mode in partnership with States to provide '*education of a satisfactory quality with an emphasis on education for life to all children in the 6 to 14 year age group by 2010*'. Achieving the goal of Education For All (EFA) is strongly advocated through the adoption of an integrated, decentralized, community based approach. The programme focuses on planning for the needs of every child through an intensive micro planning exercise with full community ownership. Such a marked shift towards decentralized planning and management at the habitation level necessarily calls for building capacities and generating institutional support across all levels of operation from the district down to the school level. In order that school level autonomy becomes a reality in the future, the need to consolidate the gains and efforts of micro-planning at the block and more importantly at the more viable cluster level becomes a non-negotiable necessity.

SSA visualizes these centres as an essential part of an organic whole of the educational mechanism of SCERTs-DIETs. Further, these centres are seen as outposts of DIETs and thus important change agents in the process of delivering quality elementary education. Thus, it is important that these sub-district resource centres do not get reduced to mere administrative units but continue to evolve as dynamic resource institutions, capable of meeting the needs/requirements of teachers at the elementary level in general and at the upper primary stage in particular.

3. Review of Related Studies

Acknowledging that creation and establishment of resource centres is a fairly recent phenomenon as is the paradigm shift in policy and practice from enrolment and retention to quality improvement for the entire elementary level. It becomes important at this juncture to review studies undertaken so far in this particular area of concern.

A large scale nation wide study was assigned to the NCERT in 1998 by the MHRD on **Some Aspects of Study at the Upper Primary Stage of Education**, to facilitate the consideration of major issues in achieving Universalization of Quality Education at the upper primary stage of education. The study focussed upon the structure of the upper primary stage, organisation of curriculum, policies, provisions and norms for implementation of curriculum, textbooks and TLM. It also examined the evaluation and examination system as well as major issues and problems in improving the quality of curriculum and its effective implementation at the upper primary stage. In the study, primary and secondary data was collected from 25 States and 2 Union Territories.

A number of major issues and problems that would have a bearing on UEE in the future were highlighted. There was no uniform structure seen across all the States, despite policy directives. The extent of control exercised by various educational authorities varied from State to State, with devolution of authority to the Panchayats not appearing to have made much progress. A broad commonality was observed in the scheme of studies (curricular areas) and the content of courses at this stage, with the role of the teacher being central to the effective implementation of curriculum. However, it was found that the total participation and involvement by teachers was beset with a variety of problems such as - their regular appointment, unfilled sanctioned posts, shortage in rural/tribal and remote areas and in specific subject areas. The problem of adequate pre-service teacher education and lack of subsequent need based in-service training were other problem areas, to be addressed in the future. This coupled with the fact that teachers were required to teach two or more subjects and in some States 'all' had serious implications for the implementation of quality teaching-learning in classrooms. The situation with regard to TLM and equipment and infrastructural facilities was no better. Finally, though the system of inspection and supervision was stated to be effective in most States, the study suggests that its actual operation and effectiveness in terms of providing academic guidance and support to schools-teachers needs to be studied separately. This aspect was particularly highlighted in view of its importance in improving the quality of education. A detailed study of the existing situation of this particular aspect was thus recommended as necessary.

The Roles and Functioning of BRCs and CRCs in Maharashtra was studied in detail in Aurangabad district in 1998 by Nagaraju and Sharma. The findings clearly highlighted that the Maharashtra model of cluster structures was found to be an elaboration of the existing supervisory arrangement in the State-district. The CRC's role combined both administrative and academic functions. Their major concerns were increasing the enrolment and attendance of children and conducting monthly meetings for all the primary teachers in their respective cluster of schools. The co-ordinators perceived themselves as a liaison and link between the education department and local community. The BRCs were found to be formed as part of the Block

Education Office and were not well equipped for providing training or academic support. The functionaries were on deputation and were of a lower rank as compared to their cluster level counterparts. At the time of the study, the roles of BRCCs were still to be defined. The DIET was not found to be playing any role in the capacity building exercise of these two DPEP structures.

With specific reference to the role of Resource Centres, it was found that teachers perceived sub-district resource centres to be of critical importance for pedagogic improvement in DPEP. Equally important were the monthly meetings of teachers at the cluster level that had reportedly become the '*major hubs for teacher training*'. However, to further strengthen these structures and associated personnel, capacity building, continuous monitoring of what goes on and exposure visits to institutions were identified as crucial factors.

Varghese and Mehta (1999) undertook an indepth analysis of upper primary education in India in two phases. Phase I was based on secondary sources of information focussing on estimation of future enrolments, teacher-pupil ratios, school size transition from primary to upper primary levels of education and resource requirements to universalise upper primary education. Phase II was based on primary data collected from four districts in four States of the country. The objectives were to study the provision of upper primary schooling facilities in relation to primary schooling facilities, analyse infrastructural and other academic facilities available in upper primary schools, functioning of upper primary schools and estimate the cost of providing upper primary schooling facilities under different organisational arrangements. The study clearly indicated that upper primary schools operated under different managements and arrangements to provide upper primary education which varied across States, being either independent upper primary schools, as part of primary schools or upper primary sections attached to secondary schools. An upper primary school was within a distance of less than 1 km. for most of the primary schools. Most of the schools were not found to operating under optimal conditions except the status of school buildings. Multigrade teaching was seen to be absent in most schools and they were provided with well-qualified teachers, though female teachers were very rare at this level. Facilities in the States of Kerala and Maharashtra were much better than Uttar Pradesh and Madhya Pradesh. Transition rates were found to be high at this level as compared to the primary level. Most teachers expressed difficulty in teaching subjects like Science, Mathematics and English and were not adequately trained.

Josephine and Mohanty (1999) carried out a case study of Betul district in Madhya Pradesh, in an effort to analyse **Activities and Resource Utilization of BRCs and CRCs**. It was found that teacher training played a pivotal role in the upliftment of quality education at the primary level. A number of strategies that were being used to achieve this were - creation of DRG, development of electronic TLM, teachers' training at the block level and identification of master trainers and funds allocated for the same. The study showed a decreasing trend in utilization of funds on BRCs and CRCs, with a very less amount being spent on quality improvement programmes. However, the establishment and functioning of BRCs proved financially cost effective and viable with regard to the training aspect. The important achievement of the CRCs, lay in the organisation of VEC meetings and trainings. It was seen that efforts towards decentralization could be successful and sustained, only when local level capacities were developed for which organisational arrangements to institutionalize local level capacity building

needed to be given an added emphasis in the future. The study also indicated that CRCs and BRCs had provided the possible necessary professional academic support to teachers but gaps still remain. A systematic monitoring and evaluation mechanism was felt to be required to improve the overall functioning of BRCs and CRCs.

Ed. CIL commissioned case studies in the late 90's in five DPEP States, namely, Assam, Bihar, Karnataka, Kerala and Madhya Pradesh, in an attempt to document successful practices and experiences of different resource centres functioning under the DPEP. **Glimpses from the Grassroots (2001)** provides an interesting insight into the functioning of these centres. The case studies focussed on how these centres provided academic support through an understanding of various aspects such as - the recruitment policy, capacity building and individual motivation of co-ordinators, infrastructural facilities available, nature of school visits, monthly meetings and other practices initiated by the selected centres.

It was found that these centres were evolving institutions. Their structure, roles and functions emerged as a response to the vision of the overall pedagogical renewal process in each State. Therefore, different aspects were given importance by each State. Academic support to teachers was generally observed to be provided through teacher training followed by school visits and monthly meetings. Variations existed in the delivery, frequency and conduct of all types of support activities. An important aspect being that the linkages the BRCs and CRCs had with the community, children, block education office and DIET were found to have an impact on the success of activities/processes initiated by those centres. In addition, certain conditions contributed towards the growth of the centres such as - capacity building, school placement programme and the kind of training they received, in addition to participation in workshops and exposure visits.

During the same period, Ed.CIL also conducted a research on **Inside the School: A Synthesis of Case Studies of Classroom Processes**. This study, particularly focussed on classroom transaction and related issues such as textbook development, teacher training, academic resource support, community participation and decentralization. These case studies were undertaken in the seven DPEP Phase I States, to understand emerging trends of change in pedagogic process and identify enabling conditions for well functioning schools. It also attempted to document DPEP's pedagogic vision at the State level and its transaction at the district, block, cluster and school levels.

More recently, the MHRD commissioned a set of evaluation studies undertaken by different organisations of pedagogical renewal in five of the DPEP Phase 1 States, focussing on the primary level. A particular reference is made to the study undertaken by the **Bodh Shiksha Samiti in Maharashtra (2002)**. Two districts were selected namely Latur and Osmanabad and the major trends that emerged were that - there was improved infrastructure in schools and classrooms had become more attractive. Attendance had gone up to 90% and girls' enrolment was almost equal to boys. There was a growing interest of the community in their children's education, although much more was required in terms of their participation in school activities. Teachers had started attaching importance to activity based, joyful approach and use of TLM. Lastly, the academic support system at the cluster level was institutionalised but was to be made more effective.

A study on **Capacity Building Programmes for Improving the Efficiency of the School Heads** was conducted by **Bijoy Kumar Panda** in 1998. This was done with a view to understand indepth the roles of school heads and requirements for their capacity building. Ten DIETs were visited in Andhra Pradesh and information collected from Tamil Nadu and Kerala. DIETs reported that training was not specifically geared towards headmasters but for all teachers generally, however, with the launching of DPEP the focus of their activities had changed. Most meetings, workshops and orientations were DPEP focussed. There was also a reported shift of training from the DIET to the BRC and/or CRC. Both headmasters and DIET staff perceived a need to focus and develop training programmes for skill based development of headmasters with the major objective of making their schools more effective.

A few dissertations submitted by trainees in NIEPA under the Diploma in Educational Planning and Administration Course, have also been included to throw further light on the issue under study. **Manjunatha H.B.** in 2001 analysed the **Role and Functions of CRCs with respect to School Improvement in Chikkaballapur Taluk of Kolar district**. What emerged was that CRCs provided academic support to teachers, organised content based training with the help of DIETs and BRCs, made school visits for purposes of monitoring teaching and collected basic statistics from schools for onward transmission to the block.

Sudhir Mankad undertook a study of the **Functioning of BRCs in Panchmahal (Dahod) district**. The BRCs were found to be involved in teacher training and that a decreasing trend in utilization of funds on BRCs and CRCs was observed, though organizing training at the BRC level proved to be cost-effective. Certain problems need to be resolved to facilitate the BRCs role in the future.

Capacity building of Zonal Resource Centres (ZRCs) and Cluster Resource Centres (CRCs) In-charges of Education Department of Municipal Corporation of Delhi was undertaken by Champa Pant in 2002. The major findings were that there was no awareness in the ZRCCs and CRCCs about PEEP as they were newly created institutions. The co-ordinators were aware of the objectives of ZRC and CRC. They were involved in increasing enrolment, data collection and organising meetings-orientations. Their problems being lack of proper guidelines, shortage of funds and lack of infrastructural facilities. Both co-ordinators expressed the need for capacity building on various aspects.

As can be seen from the above review, most of the research studies have focussed on the functioning of sub-district structures and/or personnel under the DPEP. Thus, the focus has been confined to the primary stage of education. The two major studies undertaken by NCERT and NIEPA provided a situational analysis of the existing system of upper primary education on certain basic aspects. The role of BRCs and/or CRCs vis-à-vis quality improvement has not been focussed upon in both studies. This clearly highlights that currently it is the upper primary stage which is least researched but requiring the most inputs and interventions since it has been relatively neglected so far in comparison to the primary stage.

In view of the goal of ensuring that every child completes elementary education by 2010 under SSA, the policy shift to decentralization and quality improvement and acknowledging the significant role played by sub-district structures under DPEP, the future role of block and cluster

resource centres needs to be carefully studied and reviewed. How these key structures develop, evolve and are strengthened will determine to a large extent the effect and success of pedagogical interventions at the newly included upper primary stage of education under SSA. Therefore, by implication, what is required is examining, understanding and promoting these centres as agents of positive qualitative change under SSA. In order to realize the long cherished dream of creating and sustaining every school as a '*quality centre of excellence*' calls for strong well developed institutions not only at National and State levels, but more importantly at the district and sub-district levels, only then can decisions be taken and appropriate strategies formulated to ensure expansion of services and implementation of quality at the upper primary stage of schooling. What then is the way forward? The crucial question in the present context being - *How to consolidate and improve on sub-district resource structures as a mechanism of school reform and change for quality improvement for the entire elementary level of education?* By implication, this necessarily calls for a special effort to be made to assess the perceptions and needs of the key change agents the upper primary teachers and the sub-district functionaries themselves on various aspects that will directly or indirectly determine their roles and functions and in turn the future course of action, under the SSA.

4. Structure of the Report

The Report comprises four chapters in all.

Chapter I provides a background to the study focussing on the policy perspective and other related issues. A brief review of related research work in the area is also included highlighting the need for undertaking the present study in view of the recently launched SSA

Chapter II presents the research design of the study. The major objectives, important research questions and the approach and methodology adopted in terms of sample selection, tools developed for data collection and the procedure adopted for collection of data and analysis is dealt with.

Chapter III highlights the major findings of the study in three sections. *Section A* focusses on delineating the perceptions and views of upper primary teachers. This is followed by *Section B* in which a district wise presentation of the views of sub-district functionaries at the block and cluster levels, on different aspects of the study are detailed out. These two sections are concluded by highlighting major issues emerging from the findings. Finally, in *Section C*, a brief district-wise summary of the major observations made by district and sub-district level functionaries working for DPEP and/or SSA is presented

Chapter IV briefly summarises the conclusions emerging from the major findings. Against this background, objective-wise implications emanating from the study are discussed followed by recommendations for policy and action in the future.

Chapter II

DESIGN OF THE STUDY

1. The Context

The recent launching of the nation wide Sarva Shiksha Abhiyan in a mission mode by the Government of India, with the major objective of providing elementary education of a satisfactory quality to all children, calls for reviewing and re-examining the role of nodal institutions, particularly at the sub-district levels vis-à-vis the newly included upper primary stage of education. This exercise assumes further importance in light of the fact that the SSA framework (2001) envisages a key role to be played by block and cluster resource centres in delivery of quality education vis-à-vis academic support and guidance to teachers. It categorically emphasizes the need for these centres to be nurtured under the guidance of DIETs. With a view to understanding and promoting the future role of sub-district structures and functionaries for effecting quality improvement at the upper primary stage of education, the present research study was undertaken by the Department of Elementary Education (DEE)

Preliminary Considerations on Design

At the outset, an Advisory Committee comprising eminent educationists and experts was constituted and invited to consider a note prepared by the co-ordinator, focussing on various aspects of the study, in a one day meeting, organised at NIE. The advisory group took major decisions that facilitated finalization of the research design in terms of its objectives, research questions, approach and methodology for the study. In addition, broad dimensions were also identified by the group that were required to be focussed upon while developing the tools for data collection.

2. Objectives of the Study

The major objectives of the study were to:

1. Assess the perception of teachers and sub-district functionaries (SDFs) about quality education and the factors contributing to achieving quality improvement at the upper primary stage of education
2. Assess the perception of teachers and sub-district functionaries regarding the present and future roles and functions of SDFs in improving quality at the upper primary stage under SSA
3. Identify problems faced by upper primary teachers and sub-district functionaries in improving the quality of education at the upper primary stage.
4. Assess the existing capacities and training needs of upper primary teachers and sub-district functionaries in providing quality education at the upper primary stage.
5. Identify inputs and strategies for strengthening the roles and functions of sub-district functionaries in providing academic support and guidance to upper primary teachers.

To realize the objectives of the study a number of research questions were framed as is given below.

3. Research Questions

1. How do Sub-District Functionaries (SDFs) and upper primary teachers understand and perceive quality education?
2. What are the roles and functions being performed by SDFs as perceived by them in the present context?
3. What roles and functions do SDFs envisage for themselves in promoting quality of education at the upper primary stage of education?
4. What are the difficulties and constraints faced by SDFs in guiding/supporting teachers at the upper primary stage?
5. What are the immediate and future needs/requirements of SDFs, with a view to providing academic support and guidance to upper primary teachers in improving the quality of education?
6. What is the perception of upper primary teachers' regarding the existing role and functions of SDFs in promoting the quality of education?
7. What are the perceptions and expectations of upper primary teachers regarding the future roles and functions to be performed by SDFs in achieving quality education at the upper primary stage?
8. What are the problems and difficulties faced by upper primary teachers and sub-district functionaries in the present context?
9. What are the training needs/requirements of upper primary teachers and SDFs with particular reference to handling the upper primary stage and achieving quality education in classrooms?
10. How can district/State authorities resolve the problems faced by teachers and SDFs in terms of various inputs and strategies?

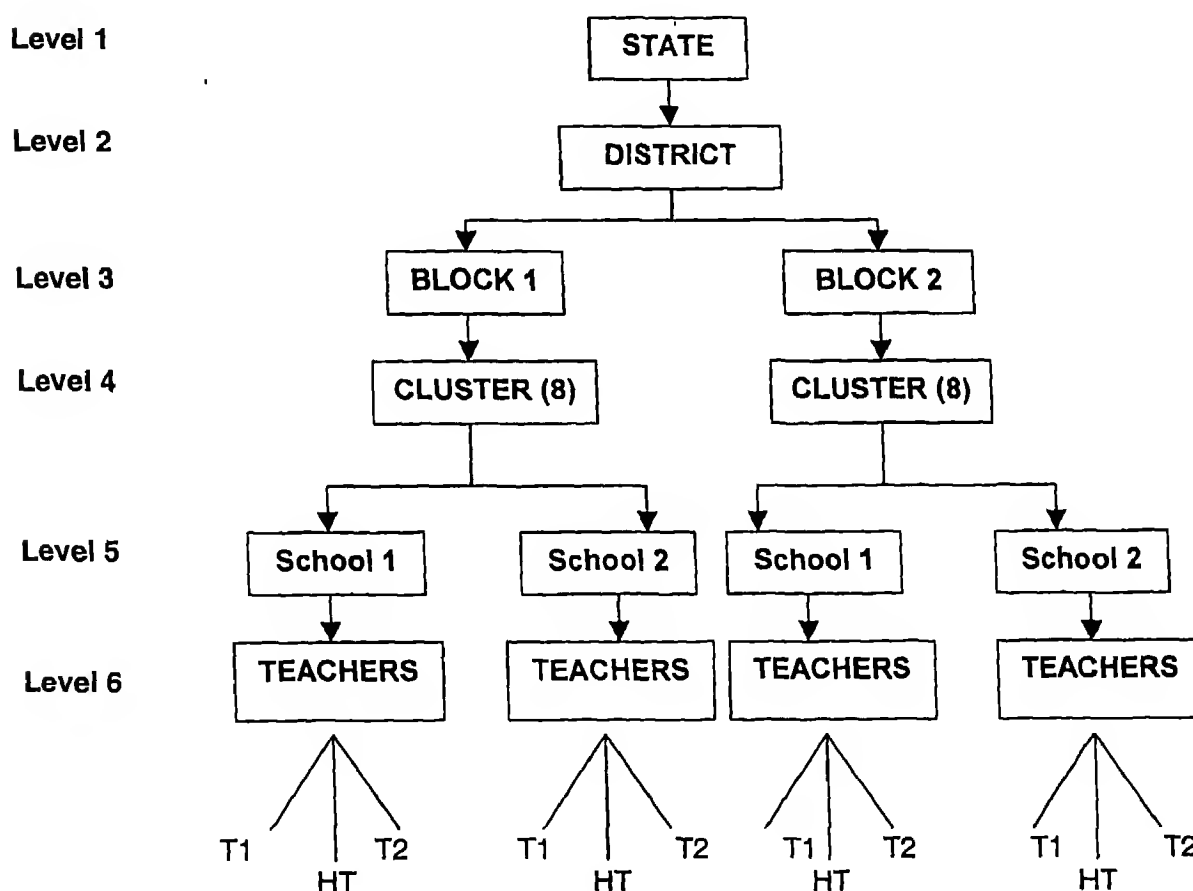
4. The Approach and Methodology

The study is primarily based on detailed fieldwork conducted in selected districts, blocks, clusters and schools during August 2002 to March 2003. The two important players in the delivery of education at the upper primary stage of education, i.e., teachers and sub-district functionaries formed the two major groups of respondents. It needs to be pointed out that the term '*sub-district functionaries*' in the study refers to functionaries specifically working in the area of elementary education at the block and cluster levels across selected districts. In addition, key district level functionaries associated with the DPEP and SSA also comprised part of the sample

The major dimensions of enquiry focussed upon were quality education, in-service training, roles and functions being performed by SDFs, problems-issues faced, provision and mechanism of academic support and role of district level institutions. Within these dimensions different aspects were addressed and examined, some in greater detail than others. The inter-play of these aspects vis-à-vis the perceptions and views of the two major groups of respondents were analysed through qualitative as well as quantitative modes. Efforts were made to understand district specific variations with a view to understanding problems, processes and strategies across different contexts.

4.1 The Sample

Selection of the sample was undertaken at different levels as is given in the flow chart below:



Code: T - Teacher, HT - Head Teacher

- Level 1** ▶ At the first level, five States were selected on the basis of two important criteria
- Phases of implementation (DPEP Phases I, II, III, IV and Non-DPEP)
 - Regions in the country (North, South, East, West and North East)

The rationale for selecting districts across different phases of implementation and regions was done with a view to be able to understand the roles and functions of SDFs across a variety of situations. The first was viewed as crucial since the establishment of sub-district structures and work of related functionaries took a definite shape only after the launching of the DPEP in 1994-95.

- Level 2** ▶ In each of the selected States, one district was purposively chosen in consultation with the concerned State Project Offices

- Level 3** ▶ In each of the selected districts, two blocks were purposively chosen except in Jaintia Hills where all the blocks were taken on request of the State Project Office since it was a Non-DPEP district and the information collected would help in the future planning and implementation of SSA.

In the four DPEP districts, it was ensured that out of the two blocks, one block was close to the district headquarters and the other located in a remote/backward area. At the block level, the block education officer and staff working in the block resource centres comprised the sample.

- Level 4** ▶ In each of the selected blocks, eight clusters were randomly selected. At the cluster level, the co-ordinators working at the cluster resource centre were taken in the sample.

- Level 5** ▶ In each cluster, two schools having upper primary sections/classes were selected.

- Level 6** ▶ Finally, from each school, three upper primary teachers including the head teacher or in-charge head teacher were selected. As far as possible while selecting the three teachers, those teaching different subjects were taken.

Based on the above process of sample selection, the final sample of the study is detailed out in Table 1. In all five districts, 18 blocks/mandals, 34 block functionaries, 63 cluster resource centres, 63 cluster staff, 160 upper primary schools/sections and 461 teachers including head teachers/in-charge head teachers comprised the total sample.

Table 1: District wise distribution of the Sample

S. No	Phase of Implementation and Region	State/District	Block/ Mandal	Block/ Mandal Level Staff	Cluster/ Teacher Centre/ School Complex	Cluster Staff	School	Teacher			
								Headmaster	I/C Headmaster	Teacher	Total
1.	DPEP Phase I West	MAHARASHTRA Osmanabad	02	05	15	15	32	15	17	64	96
2.	DPEP Phase II South	ANDHRA PRADESH Vishakhapatnam	07	15	18	18	32	23	09	63	95
3.	DPEP Phase III North	BIHAR Gaya	02	08	16	16	32	12	16	51	79
4.	DPEP Phase IV East	RAJASTHAN Alwar	02	04	14	14	32	20	12	64	96
5	Non-DPEP Phase V North-East	MEGHALAYA Jaintia Hills	05	02	Nil	Nil	32	30	01	64	95
	Total	5/5	18	34	63	63	160	100	55	306	461

4.2 Tools and Instruments

In order to seek answers to the research questions as also to realize the objectives of the study, both primary and secondary data were required. Primary data was collected with the help of a set of tools developed specifically for this purpose given in Appendix 1. These tools were shared and discussed with a number of experts in a one-day workshop organized at the NIE. The tools prepared for the study are listed out below:

- (i) Interview Schedule for Teachers
- (ii) Interview Schedule for Block Functionaries
- (iii) Interview Schedule for Cluster Functionaries
- (iv) Profile of Block Resource Centres
- (v) Profile of Cluster Resource Centres

In addition to the above tools, checklists were also prepared on various aspects of the study for conducting group discussions with district level functionaries in each of the selected districts.

Secondary data were obtained from a number of documents and reports such as the Annual Work Plan and Budget for 2001-2002 and 2002-03 of the selected districts, State and District Perspective Plans for SSA and some studies conducted under DPEP.

4.3 Data Collection Procedure

To ensure collection of reliable and valid data the following procedure was undertaken:

Step 1: Orientation of Research Team

A team of four Project Fellows was appointed for purposes of data collection. They were given a two-day in-house orientation by the Project Co-ordinator on various aspects of the study. This entailed a detailed discussion on each of the interview schedules that had been prepared with a view to familiarize the research team with the different tools that had been developed for the study.

Step 2: Trialling of Tools

After the orientation was conducted, trialling of tools was undertaken by the research team in one block selected from the State of Haryana, since it was located close to the NCERT. Trialling of tools served the dual purpose of - piloting the tools and providing an opportunity to the team members to get practical experience in the actual field situation. During trialling in the selected block, the team interviewed the concerned block co-ordinator and four cluster resource centre functionaries. Visits were also undertaken to two upper primary schools and interviews conducted with teachers on a one-to-one basis.

Step 3: Tool Modification and Translation

Based on the feedback received after trialling from the team members, certain modifications were made in the different schedules as also the block and cluster profiles. Subsequently, the tools were translated into Hindi, since two of the selected districts in the study namely Gaya and Alwar were basically Hindi speaking areas. It was felt that the translation would facilitate collection of information/views by the interviewers.

Step 4: Field Visits

On finalization of tools a plan for conducting district-wise field visits, was finalized in consultation with the concerned State Project Offices and/or District Project Offices as is given in Appendix 2. The field work in all the selected districts was conducted between August 2002 to March 2003. Therefore, all the data presented in the report pertains to this period. The data were systematically gathered from each of the selected districts over a period of 15 to 20 days.

It needs to be mentioned that on the first day of data collection, a meeting was organized at the district headquarters with the specific purpose of conducting a group discussion with all the district level staff involved in the DPEP and SSA programme as well as block and cluster functionaries. This interaction was found to be useful since it provided an overview of the work undertaken under the SSA and the research team was also apprised about the planning, management and implementation status of SSA in the district. All the data were collected personally by the research team members by undertaking visits to each of the districts, selected blocks, clusters and schools. During the field visits, the district education offices, project offices, block education offices, block/mandal and cluster resource centres-school complexes were also visited by one or more members of the team. This was done intentionally so as to get an idea of the location, building, facilities, materials available in the offices/centres. A detailed list of the blocks, clusters and schools visited during data collection is presented in Appendix 3.

A major portion of the time was utilized in conducting individual interviews with teachers in the selected schools, so as to get a clear picture of the facilities available and classroom situation across different locations/contexts.

5. Data Analysis

The data collected was carefully examined and analysed. In addition, the research team's discussion points and observation notes were also content analysed. Descriptive statistical methods in the form of charts, tables and percentages were used in the process of data analysis. Content analysis also formed a major part of the analysis procedure, since the interview schedules had a number of open-ended statements. The major findings of the study are presented and discussed in the following chapter.

Chapter III

MAJOR FINDINGS OF THE STUDY

This chapter presents the major findings of the study in three separate sections, corresponding to the data collected from different groups of respondents namely teachers, sub-district functionaries at the block and cluster levels and district level personnel. A bottom-up approach has been adopted in the presentation of the findings starting from the grassroots level, i.e., upper primary teachers in the schools working upwards to the district level, in an attempt to present the data in a more meaningful and continuous manner.

In **Section A**, a brief introductory background highlighting the general and educational profile of teachers in the total sample is presented. Against this background, upper primary teachers' perceptions and views on various important dimensions of enquiry are discussed in detail.

In **Section B**, at the outset, a consolidated profile of the different block and cluster resource centres and staff working at these two operational levels is given. These profiles provide a framework, within which a detailed district wise discussion on the views and opinions of block and cluster level functionaries in the sample is presented. This is followed by a brief summary of the major issues emerging from the discussion in both sections.

Finally, **Section C** focusses on the major observations made by key district level and other functionaries in each of the selected districts, during the group discussions organised by the authorities at the district headquarters.

A Brief Overview of the Selected Districts

DPEP Phase I: Osmanabad

Osmanabad is one of the districts in the Marathwada region located in the southern part of the State of Maharashtra, covering 7569 sq. kms. The total population of the State is 14,72,256 with the SC population comprising 13.77% and ST 2.40% of the total number in the district. The literacy rate of the State is 82.03% with male literacy at 70.24% and female literacy at a much lower 57.55%. There are 8 development blocks covering a total number of 821 villages out of which 101 are bastis. Marathi is the main language spoken by the people, the other languages being Kannada and Urdu. A total number of 1068 schools cater to 2,89,798 children at the elementary level, with the pupil teacher ratio at a high of 1.85 at the primary stage as compared to a low of 1.25 at the upper primary.

DPEP Phase II: Vishakhapatnam

Vishakhapatnam district is one of the North-Eastern coastal districts of Andhra Pradesh. The district presents two district geographical divisions, namely, the plain division and the agency division. The total area of the district is 1116 sq. km. The entire district is divided into three revenue divisions - Paderu, Narsipatnam and Vishakhapatnam with the population of the district

Table 2: Profile of Selected Districts

Districts	No. of Blocks/ Mandals	No. of Habitations/ Villages	Total Population			Literacy Rate			No of Schools			Enrolment		No. of Teachers			Pupil Teacher Ratio (PTR)	
			M	F	Total	M	F	Total	PRI	UP	Total	(I-V)	VII-VII)	PRI	UP	Total	PRI	UP
DPEP Phase I Osmanabad	08	820	762,947	709,309	1,472,256	82.03	57.55	70.24	463	605	1068	1,99,894	89,904	2339	3684	6023	1/85	1/25
DPEP Phase II: Visakhapatnam	43	5758	1,903,894	1,885,929	3,789,823	68.84	49.99	59.45	3024	305	3329	394358	97733	6378	2173	8551	1/62	1/45
DPEP Phase III: Gaya	24	2928	1,789,231	1,675,752	3,464,983	63.81	37.40	51.07	1935	303	2238	317237	73344	3157	2008	5165	1/100	1/37
DPEP Phase IV Alwar	12	4422	1,585,046	1,405,816	2,990,862	78.91	43.95	62.48	1553	798	2351	433633	217940	5780	873	6653	1/75	1/25
Non-DPEP: Jaintia Hills	05	1147	149,376	146,316	295,692	50.52	55.54	53.00	567	109	676	26996	7197	1664	537	2201	1/16	1/13

Sources: 1 Sarva Shiksha Abhiyan - Vishakhapatnam Annual Work Plan and Budget (2003-04)
2. Sarva Shiksha Abhiyan - Meghalaya Annual Work Plans and Budget for 2003-04 and Perspective Plans for 2003-04 to 2006-07
3. Sarva Shiksha Abhiyan - Rajasthan State Component Plan Rajasthan Council of Primary Education, Jaipur
4 Appraisal Note for PAB, SSA Rajasthan 2003-04
5. DEEP Jaintia Hills District Plan 2002

Code: M - Male
F - Female
PRI - Primary
UP - Upper Primary

being 37,89,823 as per the 2001 Census. Scheduled Caste constitute 7.39% of the population, while the Scheduled Tribes constitute nearly double at 14.70%. The literacy rate is 59.45%. In the district, there are 976 gram panchayats and 3012 revenue villages with a total number of 5758 habitations. The main occupation of the people is agriculture and Telugu is the main language spoken. There are a total number of 43 mandals with 3329 primary and upper primary schools catering to 4,92,091 children (Table 2). Pupil teacher ratio is quite high at the primary stage at 1.62 as compared to a lower ratio of 1.45 at the upper primary stage.

DPEP Phase III: Gaya

Gaya district lies in the heart of the State of Bihar in the northern part of India. It is an important pilgrimage centre covering an area of 4957 sq. kms. The district has a number of rivers flowing through it and is broadly divided into two geographical units and enjoys a tropical climate. The total population is 34,64,983 as per the 2001 Census. The SC population is 30.27% whereas the ST population is 0.05% of the total population in the district. There are 24 blocks with a total number of 2928 habitations. The literacy rate is 51.07%, with male literacy at 63.81% and female at 37.40% as per the 2001 Census. There are a total number of 2238 schools catering to an elementary school going population of 3,90,581 children. The pupil-teacher ratio is high at 1:100 at the primary level (Table 2).

DPEP Phase IV: Alwar

The district is situated in the State of Rajasthan and lies to the north-east. The total area of the district is 86,361.4 hectares with a population of 22,96,580. The literacy rate is 62.48% as per the 2001 Census with a wide difference between male and female literacy at 78.91% and 43.95% respectively. The district has 14 blocks with 7 towns/urban centres and 4,422 habitations. The people of Alwar belong to different communities and the culture is a mix of Rath, Mewat, Bijn, Meanawati and Dhooahdarh. Hindi is the language spoken by majority of the people. At the elementary level of education, a total number of 2,351 schools have an enrolment of 2,17,940 children. The pupil-teacher ratio as seen in Gaya and Osmanabad is also high at the primary stage at 1.75 and much lower at the upper primary at 1.25.

Non-DPEP: Jaintia Hills

The autonomous State of Meghalaya comprising Garo Hills, Khasi and Jaintia Hills, Khasi and Jaintia Hills came into being in 1970 and gained full Statehood in 1972. It was in 1972 that the erstwhile Jowai Sub-division of the united Khasi and Jaintia Hills district was upgraded to the district known as Jaintia Hills. The district lies in the eastern part of the State. It is a hilly region with a number of rivers flowing through it. There are a total number of 1,147 habitations with a population of 2,95,692, out of which 75% live in rural areas. 95% of the people are Jaintias (Scheduled tribes) and they speak Khasi. The main occupation of the people is agriculture. The district has 676 primary and upper primary schools catering to 34,193 children (Table 2). Thus, the pupil-teacher ratio is fairly low in this district, as compared to other districts in the sample.

SECTION - A

UPPER PRIMARY TEACHERS

1. Profile of Teachers

A brief profile of the teachers interviewed in the total sample across the five districts namely, Osmanabad, Vishakhapatnam, Gaya, Alwar and Jaintia Hills is presented below. This will provide an insight into the general and educational background of teachers teaching at the upper primary level.

1.1 General Background

In the sample of teachers selected across all the districts with the exception of Jaintia Hills a Non-DPEP district in Meghalaya, it is interesting to note that there is a larger representation of male teachers, particularly in Osmanabad (89.58%) and Gaya (89.87%). However, a reverse situation is seen in Jaintia Hills wherein 65.26% were female teachers in comparison to only 34.73% males. (Figure 1)

The age-wise distribution of teachers varied across the five districts with the maximum percentage of 49.47% teachers in Vishakhapatnam and 40% in Jaintia Hills belonging to the 30-39 year age group, with 32.29% in Osmanabad in the younger 20-29 year age group. 37.50% teachers in Alwar were in the 40-49 year age group whereas in Gaya more than half the sample were in the oldest age group of 50-59 years. (Figure 2)

Despite a sizeable number of teachers being in the older age groups, a fairly large number of headmasters' vacancies existed across the districts, particularly in Gaya. Figure 3 clearly indicates that more than 64% teachers across the five districts were assistant teachers, with a minimum of 15.62% teachers in Gaya to a maximum of 31.57% in Jaintia Hills holding the position of Headmaster. This situation needs to be reviewed in an effort to appoint headmasters (HMs) in every school since they play a significant lead role in any kind of quality improvement effort within schools.

Another significant variable which influences the delivery of quality education is the teaching experience of teachers at different stages of education. With regard to this variable, all the teachers in the sample across all five districts had some amount of exposure to teaching at the upper primary level, ranging from a minimum of 1 year to a maximum of 31 years and more.

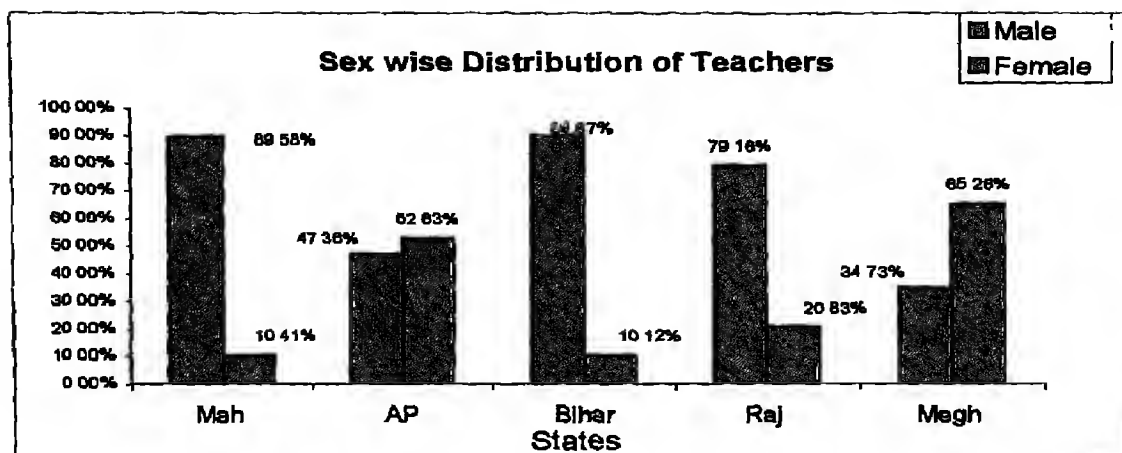


Figure-1

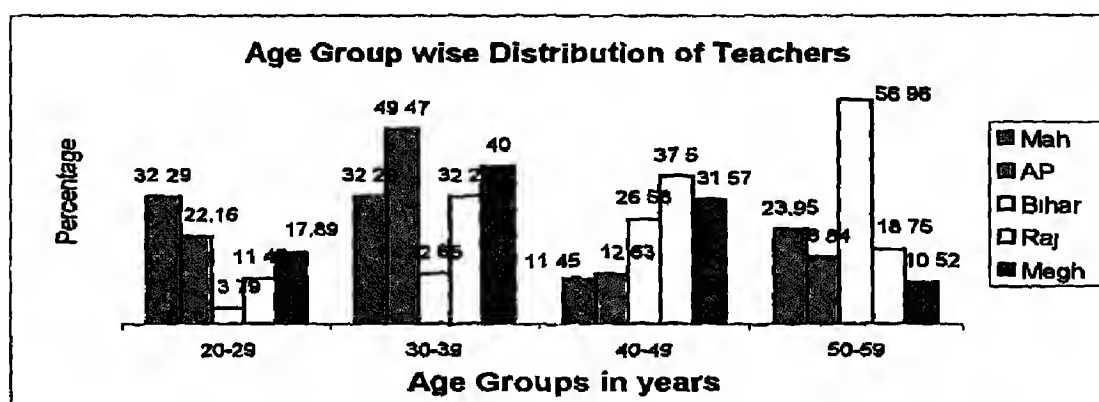


Figure-2

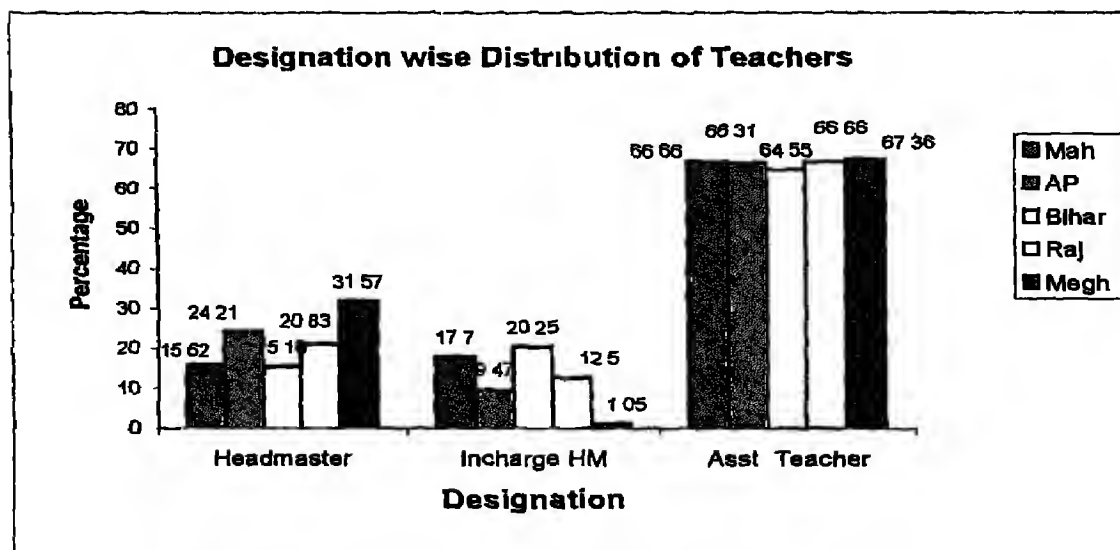


Figure-3

Across all the districts the maximum percentage of teachers had 1 to 10 years experience as is indicated in Figure 4. At the primary level a minimum of 37 50% teachers in Osmanabad to a maximum of 93 68% in Jaintia Hills had no exposure at all of teaching the lower classes (Figure5) Despite the lack of teaching experience at the primary level, a sizeable number of teachers in each district reported that they were handling teaching of primary classes either on a regular basis or as a substitute when the regular primary teachers were either on leave or deputed for training etc

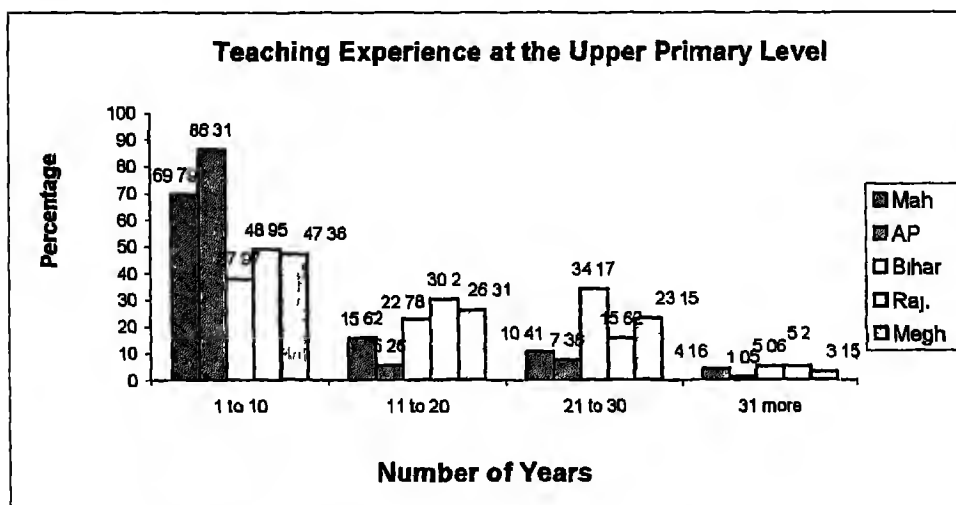


Figure-4

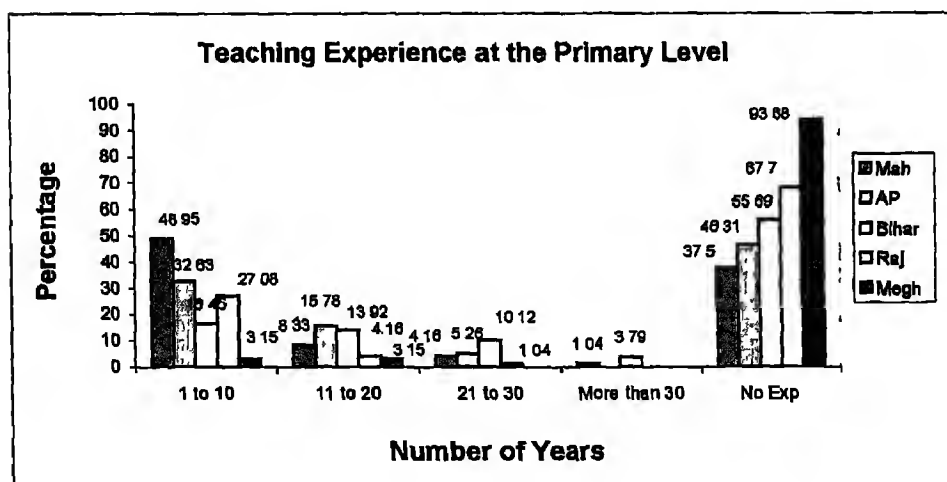


Figure-5

1.2 Educational Background

An encouraging trend seen across all five districts was that the maximum number of teachers were graduates ranging from 36.45% teachers in Alwar to 62.10% in Vishakhapatnam. It is encouraging to note that 47.91% and 24.21% teachers in Osmanabad and Gaya districts respectively were post graduates. Teachers felt that a post graduate qualification was valuable in view of the emphasis given to delivery of content knowledge and specialisation in the teaching of various subjects at the upper primary level. Only a few teachers in the two districts of Gaya and Jaintia Hills were not that well qualified since they had only passed matriculation.

The overall scenario with reference to the pre-service education status of teachers shows a variety that is State specific in nature, as is given in Figure 7

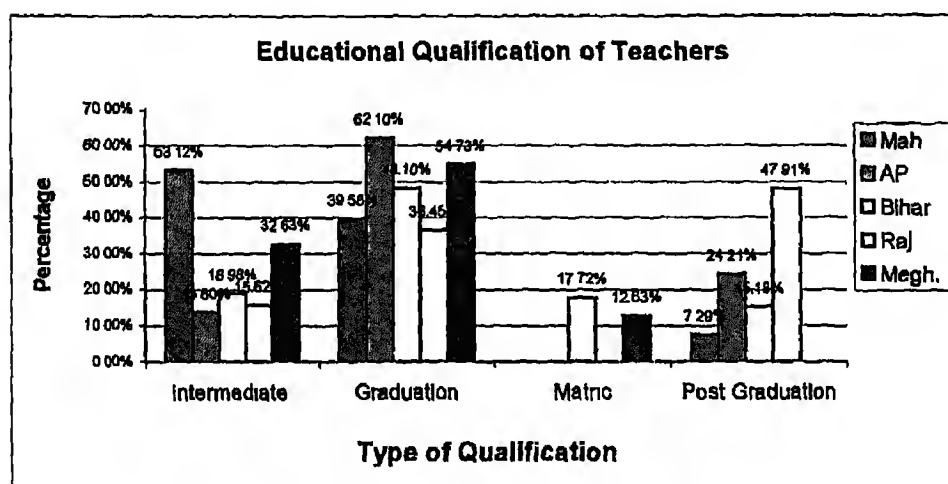


Figure-6

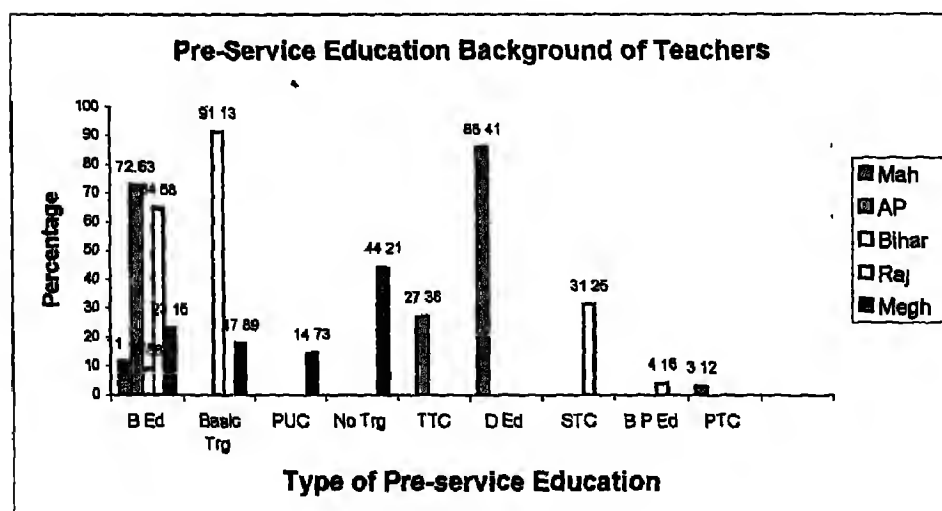


Figure-7

All the teachers in the four DPEP districts had been exposed to some kind of pre-service education programme. Most of the teachers in the four DPEP districts had a B Ed which was perceived by them as 'useful' considering that they were working at the upper primary level. In Gaya, practically all the teachers had basic training, whereas in Osmanabad 85.41% teachers had procured a Diploma in Education. It was only in Jaintia Hills, a Non-DPEP district that 44.21% teachers had received no training prior to joining the teaching profession. This gap needs to be addressed on a priority basis by the authorities through provision of intensive in-service training under the newly launched SSA programme.

2. Perception of Teachers about SSA and Quality Education

2.1 SARVA SHIKSHA ABHIYAN

Out of the five districts in the sample, all the teachers (96) from Osmanabad a DPEP Phase I district had heard about the Sarva Shiksha Abhiyan (SSA). In the DPEP Phase II district, of Vishakhapatnam nearly one third of the sample of teachers particularly from the tribal mandals were not aware of the programme, whereas in the Non-DPEP district of Jaintia Hills 26.31% reported that they did not know about SSA. Fewer teachers, nine each from Gaya and Alwar districts hesitatingly reported no knowledge about the SSA.

The teachers who knew about the SSA had come to know about the programme in different ways. Generally, the maximum number of teachers in all five districts, irrespective of the phase of implementation, informed the research team that they had received information about the SSA through one-day meetings and/or orientation programmes organised by their respective block and/or district authorities. A few teachers from Osmanabad and Alwar also stated that the orientation conducted by the block - district authorities before the household survey, had helped quite a lot in understanding the focus and details of the SSA better.

In addition, teachers reported that they had also gathered more information about the new programme through the media - TV/radio news, newspapers posters etc. Some teachers also ~~mentioned that more specific details about the SSA had been passed on to them informally~~ through their colleagues in the monthly meetings held at the cluster level. Further discussion revealed that at times this interaction had also led to some confusion about the various aspects of SSA as compared to DPEP, funding of the SSA etc.

Further interaction was undertaken by the research team to find out whether teachers knew what was expected from them under the SSA as compared to what had been done under DPEP. Teachers across all the districts pointed out some major differences between the two programmes.

2.1.1 Differences Between DPEP and SSA

It needs to be mentioned that 19% teachers in Vishakhapatnam and Gaya each and 42.10% from Jaintia Hills perceived no difference between DPEP and SSA (Table 3). Most of the teachers from Jaintia Hills had no idea about the DPEP so they were unable to state any differences between the two. Out of the remaining sample of teachers across the five districts, the first and most obvious difference highlighted by the maximum number of teachers, ranging from 5.26%

in Jaintia Hills to 74.68% in Gaya was that - the SSA caters to the elementary stage of education covering children in the 6-14 year age group, whereas the DPEP is for the primary level and corresponding age group of children.

The second difference pointed out by a minimum of 8.42% teachers in Jaintia Hills to a maximum of 33.68% in Gaya, was in relation to the varying focus of the two programmes. These teachers elaborated that the SSA placed more emphasis on '*out of school children*', '*quality improvement*', '*alternative forms of schooling*' to ensure that '*each child is enrolled and completes elementary school within a stipulated time period*'. The DPEP gave importance to '*school improvement, teaching - learning material*', '*provision of infrastructural facilities*', and/or '*teacher training*'.

12.50% teachers from Alwar, 7.36% from Vishakhapatnam and 30.20% from Osmanabad explained that the SSA is funded by the '*Centre and State Governments*' whereas the DPEP is funded by '*the World Bank*', '*International Funding*' or as some put it '*some outside agencies*'

Table 3 : Perception of Teachers on Differences between SSA and DPEP

S. No.	Type of Differences	States - Districts									
		Maharashtra (Osmanabad)		Andhra Pradesh (Vishakhapatnam)		Bihar (Gaya)		Rajasthan (Alwar)		Meghalaya (Jaintia Hills)	
		N (96)	%	N (95)	%	N (79)	%	N (96)	%	N (95)	%
1	Stage of Education	67	69.79	35	36.84	59	74.68	56	58.33	5	5.26
2	Funding Agency	29	30.20	07	7.36	01	1.26	12	12.50	-	-
3	Coverage of States-Districts	15	15.62	01	1.05	-	-	08	8.33	-	-
4	Focus on different aspects	26	27.08	32	33.68	14	17.72	14	14.58	8	8.42
5	Lack of clarity about differences	14	14.58	24	25.26	11	13.92	42	43.75	06	6.31
6	Any other	11	11.45	-	-	-	-	13	13.54	-	-
7	No difference perceived	-	-	18	18.94	15	18.98	-	-	40	42.10

Note. Percentages do not total to 100% as more than one response was given by some teachers

Another major difference mentioned was the wider coverage of States-districts under SSA as compared to DPEP by 15.62% teachers in Osmanabad, 8.33% in Alwar and just one teacher in Vishakhapatnam.

Despite the basic differentiation made by a sizeable number of teachers across districts with reference to the stage of education that the two programmes catered to, responses of some teachers in each of the sampled districts revealed a lack of clarity. Statements such as -

- *the quality of education in SSA must improve by 2002*
- *DPEP has not provided any facility for handicapped children but SSA has*
- *the aim of DPEP is to teach those students who attend school but in SSA the objective is to teach all children those outside and in school*
- *SSA promotes quality education DPEP does not.*

Not only do these statements highlight the lack of clarity and some degree of confusion about SSA in some of the teachers but also serves to indicate the immediate need for orientation of teachers on SSA. Requirement for training as an input was surprisingly suggested by more than 60% teachers across all five districts during the course of the interviews

Orientation and training on SSA is required on a priority basis. Information is needed on the goals, objectives, major features and funding norms of SSA. Subsequent to training, teachers suggested that district and block level authorities must communicate in a simple way, clear-cut roles and responsibilities to be performed by teachers in different contexts across the districts.

2.2 QUALITY EDUCATION AND RELATED FACTORS

A basic aspect of the study was to ascertain teachers' perceptions, views and understanding about quality education and whether they felt this was being provided to children by them in their respective schools. Across the five districts in the sample, practically all the teachers perceived 'quality education' as a term that could not be defined easily in one single sentence since it was felt to be quite complex. In addition, more that 70% teachers irrespective of the subjects being taught by them felt that quality could not be achieved within a short period of time and was also difficult to measure. Most of the teachers also stated that basic inputs and facilities are an essential pre-requisite if quality improvement is to be realized

Teachers in all five districts perceived quality education in different ways and felt it was a 'combination' or 'mix' of various aspects and factors. The most common response given by a little more than one third of the sample of teachers in Osmanabad, Gaya and Vishakhapatnam districts and more than 50% in Alwar was the - 'child's all round development' or 'developing a good personality' (Table 4). All round development was further explained by some teachers as the 'total growth of children' in terms of their 'physical, mental, social, emotional and spiritual well being' as also accounting for 'all aspects of personality'

Table 4 : Perception of Teachers about Quality Education

S. No.	Response Categories	States - Districts									
		Maharashtra (Osmanabad)		Andhra Pradesh (Vishakhapatnam)		Bihar (Gaya)		Rajasthan (Alwar)		Meghalaya (Jaintia Hills)	
		N (96)	%	N (95)	%	N (79)	%	N (96)	%	N (95)	%
1	Job/Livelihood	07	7.29	14	14.73	27	34.17	17	17.70	27	28.42
2	Useful in daily life	23	23.95	31	32.63	13	16.45	17	17.70	26	27.36
3	Good Citizen	26	27.08	10	10.52	10	12.65	14	14.58	15	15.78
4	All round development	36	37.50	32	33.68	31	39.24	52	54.16	25	26.31
5	Acquisition of knowledge and skill development	44	45.83	20	21.05	23	29.11	20	20.83	27	28.42
6	MLLs and Subject mastery	19	19.79	27	28.42	12	15.18	-	-	13	13.68
7	Child-centered approach	10	10.41	34	34.78	12	15.18	-	-	-	-
8	Any other	06	6.25	03	3.15	12	15.18	-	-	-	-

Note: Percentages do not total to 100% as more than one response was given by some teachers

Nearly 20% to 40% teachers across the five districts gave importance to acquisition of knowledge and skill development in children, as a positive effect of quality education. A slightly lesser percentage also highlighted mastery of subjects being taught and achieving basic Minimum Levels of Learning (MLLs) as desirable outputs of providing quality education. The latter aspect was particularly emphasized by teachers from Vishakhapatnam and Osmanabad districts as is illustrated in some statements given below:

- *"all students must be able to solve the four fundamentals i.e. addition, multiplication, division and subtraction and use this knowledge and skills to calculate how money is to be used in life".*
- *"the ability to write an application and letter"*
- *"living a healthy life and being able to solve one's own problems efficiently"*

From the child's point of view, in terms of his/her future prospects and life, 34.17% teachers in Gaya and 28.42% in Jaintia Hills emphasized that if *'good education'* was delivered in classrooms it should automatically help children to get good jobs, earn a reasonable wage, support their families and improve their overall quality of life. This would as a few teachers put it help the child to become a *'confident human being'*, be a *'good citizen'*, *'feel love for the country'* and *'respect elders'*.

A completely different idea about quality of education was also projected by 34.78% teachers from Vishakhapatnam 15.18% from Gaya and 10.41% from Osmanabad districts. This was with reference to actual classroom practices - processes. They explained that quality education also meant - *"the use of child centered, activity based, joyful teaching-learning methods in classrooms"* so that *"children enjoy and learn at the same time"* and *"like to come to school and attend classes"*. Teachers in these two districts categorically stated that a conscious and planned shift was necessary from enrolment and retention per se as was generally being followed in DPEP, to quality improvement as the future area of concern and focus.

A broad similarity in teachers' views and commonality of aspects regarding quality education at the elementary stage emerges. A clear cut emphasis on short term and long-term outputs-outcome related benefits for children is visualized, whether it culminates in subject mastery or achieving MLLs, development of the total all round personality, good citizenship or job prospects in the future. The importance of classroom processes-practices as an essential component has been acknowledged by some teachers in DPEP Phase I, II and III districts.

2.2.1 Reasons given for Providing Quality Education

It needs to be noted that only a small number of teachers 14 out of 79 in Gaya and 28 out of 95 in Jaintia Hills, felt that they were not providing quality education. This was attributed by them to detriments such as lack of infrastructural facilities, teachers and , training along with the and burden of non academic work. The entire sample of teachers in the three DPEP Phase I, II and IV districts of Osmanabad, Vishakhapatnam and Alwar perceived that they were imparting *'good'* education in their respective schools. This perspective was attributed by them to a number of reasons, as was explained to the interviewers.

Maximum number of teachers across all 4 DPEP districts with about one third from the Non-DPEP Jaintia Hills district, highlighted some common aspects, which they felt explained as to why they felt that quality education was being delivered in their schools such as-

- **Inculcation of value-related inputs**

This was essentially felt to be achieved by teachers through the transaction of co-scholastic areas, morning assembly and 'सहभोजन' in Osmanabad. Discussion on different topics and issues was also reported to promote values of regularity, punctuality and discipline. Cleanliness, environmental preservation and dignity of labour were stated to be promoted through the conduct of a variety of activities by teachers working in Osmanabad, Gaya and Vishakhapatnam schools

- **Providing opportunities for group discussion on different topics**

The adoption of a participative approach in classrooms through group discussions and group work was perceived to boost self-confidence and the self image of children. Organizing sports, bal melas, exhibitions and debates, developing a proper routine for children to study better, promoting self-learning and headmaster and peer group review of teaching/learning performance were other aspects cited by teachers from Gaya.

- **Organising remedial classes for weaker students after school hours**

In three districts namely Osmanabad, Gaya and Vishakhapatnam more than 50% teachers categorically stated that they were making a special effort to improve weaker children's progress and performance by paying more attention to what they understood and learnt. This was achieved by conducting special or extra classes and also giving more homework.

- **Practicing a child centered pedagogic approach**

Implementing student-centered activity based learning experiences across subjects with a conscious attempt to making learning more enjoyable and interesting, was felt to promote better teaching-learning. Teachers felt that by recognizing the child as the central figure and catering to his/her needs the quality of teaching - learning would automatically be improved. Thus they were trying to implement such practices-processes in their respective classrooms.

Teachers went on to clarify that the above mentioned efforts had been implemented largely in the post DPEP phase as an indirect consequence of materials inputs/training being provided to primary teachers. In conclusion, 70-75% teachers opined that further quality improvement was definitely required at all the levels of education (pre-primary, primary and upper-primary).

2.2.2 Factors Related to Improving Quality of Education

Teachers across all five districts unanimously acknowledged the importance of imparting quality education. To achieve this goal a wide variety of factors were cited as crucial as is presented in Table 5, ranging from material inputs to human resources, capacity building and onsite academic support to community participation etc. On examining teachers' responses all the different factors stated by them have been broadly classified into three major categories namely - basic inputs, enabling conditions and pedagogic practices.

I. Basic Inputs

➤ Infrastructural Facilities

Teachers across all five districts highlighted the requirement of certain basic inputs, which they perceived would facilitate and help them to teach and handle children more effectively. In this category, the first factor was that of infrastructural facilities focussed upon as extremely necessary by a maximum number of 67.08% teachers in Gaya to a minimum of 30.52% in Jaintia Hills, excluding teachers from Osmanabad. This major input was viewed in terms of sufficient number of classrooms, toilets, electricity and playgrounds. Many teachers also perceived Laboratories and Libraries as basic requirements and therefore these two facilities were specifically mentioned as 'essential' for the upper primary classes.

➤ Adequate number of teachers

Every school having a sufficient number of teachers (subject-wise) was the second input perceived as crucial by 78.68% teachers from Gaya, particularly in the backward and remotely located block of Imamganj. In addition, teachers in other districts ranging from 13.92% in Gaya to 40.0% in Vishakhapatnam, further specified that not only was a reasonable teacher pupil ratio desirable, but equally important was the need for qualified and trained teachers. This was felt to be necessary in view of the need to focus on delivery of content specific inputs across different subjects at the upper primary level.

➤ Teaching-Learning Material

Sufficient, relevant and appropriate teaching-learning material and equipment was emphasized as another non-negotiable factor by 30% teachers in Vishakhapatnam 66.66% in Alwar and nearly 50% in Osmanabad, Gaya and Jaintia Hills. In Osmanabad, teachers remarked that they lacked subject wise TLM for upper primary classes. In the words of one teacher lack of TLM *'hindered effective curriculum transaction as it was easier to explain and clarify concepts particularly in science and social studies if appropriate TLM, models and charts were used in classroom teaching'*. This echoes the sentiments of other teachers very appropriately.

In Alwar, the sample of teachers pointed out and appreciated how provision of TLM under the DPEP had helped in improving teaching at the primary level. In addition, they stated that the same input was crucial for the upper primary also, clarifying that - *"simply providing TLM would not be of much use, unless we are shown how to use it for teaching different topics"* and *"till some TLM is given, training inputs on preparing some materials out of locally available material is necessary"*.

Teachers by and large felt that all the above inputs would help to *create the 'right setting'* and a *'child-friendly atmosphere'*, thereby making the *'overall school environment more friendly and stimulating'*. Such a school some teachers emphasized would also indirectly promote children's enrolment, regular participation and completion of elementary education which was the major goal of SSA.

II. Enabling Factors

Teachers drew attention to, four factors that would indirectly facilitate their own teaching and enable them to perform better. These factors were co-operation and participation of the local community particularly parents, regular attendance of children, reduction of non-teaching duties and onsite school based guidance by block and cluster staff along with district authorities.

➤ Co-operation and participation of Community-Parents

Co-operation of community - parents was visualised as important by more than 20% teachers across all districts, except Gaya. In the tribal mandals of Vishakhapatnam and the Thanagaji block of Alwar parental involvement was repeatedly emphasized as a means of increasing existing levels of low attendance and reducing the drop-out phenomenon, while simultaneously promoting and sustaining the performance of both teachers and students.

Table 5 : Major Factors Related to Improving Quality of Education

S No.	Factors	States / Districts									
		Maharashtra (Osmanabad)		Andhra Pradesh (Vishakhapatnam)		Bihar (Gaya)		Rajasthan (Alwar)		Meghalaya (Jaintia Hills)	
		N (96)	%	N (95)	%	N (79)	%	N (96)	%	N (95)	%
1	Qualified Trained Teachers	30	31.25	38	40.0	11	13.92	22	22.91	23	24.21
2	Sufficient Number of Teachers	19	19.79	-	-	59	79.68	26	27.08	22	23.15
3	Sufficient TLM/ equipment and usage	46	47.91	29	30.52	40	50.67	64	66.66	45	47.36
4	Co-operation of Community-parents	24	25.0	28	29.47	13	16.45	29	30.20	20	21.05
5	Equal focus on Co-scholastic areas	15	15.62	24	25.26	-	-	22	22.91	8	8.42
6	Regular Attendance of children	15	15.62	-	-	-	-	38	39.58	37	38.94
7	Reduction of non teaching duties	10	10.41	-	-	34	43.03	19	19.79	-	-
8	Provision of Infrastructural facilities	-	-	33	34.73	53	67.08	51	53.12	24	30.52
9	Use of new teaching methods	34	35.41	23	24.21	-	-	30	31.25	-	-
10	Good teacher-pupil relations	08	8.33	16	16.84	07	8.86	-	-	6	6.31
11	Academic support to teachers	08	8.33	-	-	10	12.65	-	-	4	4.21
12	Any other	17	17.70	09	9.47	10	12.65	-	-	-	-

Note: Percentages do not total to 100% as more than one response was given by some teachers

➤ Regular attendance of children

Regular attendance of children was particularly focussed upon by 39% teachers in Alwar and Jaintia Hills, and 15.62% in Osmanabad. Teachers felt this aspect was closely related to the degree to which community-parents understood the need and importance of educating their children and their own role in promoting school activities.

➤ Reduction of Non-teaching duties

A sizeable number of teachers, 43.03% in Gaya with 20% in Alwar and 10.41% in Osmanabad, indicated a concern about the loss of teaching time due to involvement in non-academic work assigned to them by district - block - cluster authorities. This feeling is conveyed in the words of a teacher from Alwar in that - "*how can education be provided,*

what to talk of quality education if we do not have sufficient time to teach students and complete our courses because we are busy doing other things that have no connection to teaching like - surveys, data collection, dissemination and attending to visitors etc".

➤ **Onsite school based guidance**

Finally provision of academic support to teachers within classrooms directly by block-cluster functionaries and indirectly by district authorities was pointed out by a very few teachers in only three of the sampled districts, Osmanabad, Gaya and Jaintia Hills. Further, probing revealed that teachers in the first two districts desired support in classrooms similar to the kind being provided under the DPEP at the primary level. However, they stated that in order to get the maximum benefit of onsite support, both cluster and block functionaries required to pay school visits more regularly than was being done presently under the DPEP. In addition, they also felt that capacity building of sub-district functionaries was also required on a priority basis, if quality improvement was to be attained at the upper primary.

III. Pedagogic Practices

Three factors mentioned by teachers which according to them promoted quality curriculum transaction were-use of new teaching methods qualified as '*child centered activity based, play-way methodology*', equal focus on co-scholastic areas and good teacher-pupil relations within classrooms at the upper primary level.

➤ **Use of new teaching methods**

24.21% teachers from Vishakhapatnam, 35.41% from Osmanabad and 31.25% from Alwar, believed that the new methodology being practiced presently in primary classes would prove to be equally beneficial at the upper primary level. Teachers across the three districts mentioned above felt that the child centered, play way, activity based methodology would be useful since it focused specifically on the child's needs and the child as a learner, while at the same time making learning more interesting and enjoyable. Many teachers expressed a concern as to "*balancing the delivery of content with an activity based approach in upper primary classes*"

➤ **Equal focus on co-scholastic areas**

With the exception of teachers in Gaya district other teachers especially in Vishakhapatnam and Alwar felt that an equal focus needed to be given to co-scholastic areas that had been neglected so far, due to a variety of reasons such as - lack of teachers, materials sports/games/music equipment and lack of time. Some teachers perceived that this kind of special attention to art, craft, music, dance, games, etc would help to promote value inculcation, self-confidence amongst other aspects of the child's personality which was necessary.

➤ **Good teacher-pupil relations**

To improve classroom processes-practices a few teachers also mentioned the importance of teachers establishing good relations with students and helping the needy as well as weak students who were not doing as well as they should in their subjects. Weak students they felt could be helped by '*extra classes*', '*more attention*' and '*giving more homework*'.

In addition to all the major factors outlined above, a few teachers across the DPEP Phase I, II and III districts highlighted a few unusual aspects which according to them affected the quality of education. In Osmanabad, headmasters and in-charge headmasters viewed linkages with the community and their partnership as a significant feature promoting the day-to-day functioning of schools.

Acknowledging the importance of providing quality education, most teachers justified that good education was being imparted. However, achieving a greater degree of positive qualitative change was perceived to be directly related to provision of infrastructural facilities and onsite capacity building of teaching staff across districts. In comparison, inputs related to pedagogic processes/practices and children's performance/achievement has not been given much prominence by teachers, except for some in the DPEP Phase I, II and III districts.

2.2.3. Ranking of General and Classroom Related Factors

In order to gain further insight and understanding on this important issue, teachers were also asked to assign ranks to a number of pre identified factors under two broad categories i.e. general and classroom related as presented in Tables 6 and 7 respectively.

2.2.3.1. General Factors

It is interesting to note that a maximum of number of teachers ranging from 65.82% in Gaya to a minimum of 44.21% in Jaintia Hills, ranked regular attendance of children as the most important factor affecting the quality of education. The second position was assigned to availability of physical facilities by nearly one third of the sample of teachers across all the districts, with the exception of Gaya. In Gaya, 41.77% opined that community participation and parental co-operation was more important.

There is a variation seen in the perception of teachers with regard to the third most important factor across the five districts. 32.63% teachers in Vishakhapatnam and 25.0% in Alwar, viewed the role of the community as crucial; whereas 22.91% in Osmanabad and Gaya and 25.0% in Alwar felt that onsite support and guidance by BRCCs and CRCCs was more important. 25.26% teachers from Jaintia Hills, had a completely different viewpoint considering availability of funds as necessary. This is probably due to the fact that Jaintia Hills is a non DPEP district where hardly any funds or facilities were provided in the past, which does not apply in the other four DPEP districts.

2.2.3.2. Classroom Related Factors

A common trend that was observed in the perception of teachers in the ranking of classroom related factors, across the five sampled districts was that a maximum number of 70.83% teachers in Osmanabad to minimum of 62.10% in Vishakhapatnam, ranked knowledge of subjects to be taught as the number one priority area (Table 7). This gives a clear indication as to how crucial content knowledge is viewed as a necessary prerequisite by teachers in effective upper primary classroom teaching, which was also acknowledged repeatedly by most of the teachers during the interviews.

Closely related to the above factor is Curriculum and TLM that was logically assigned the second rank by 21.87% teachers in Osmanabad, 27.36% in Jaintia Hills and 30.52% in Vishakhapatnam. Teachers from Osmanabad also perceived classroom transaction procedures as of equal importance. 35.44% teachers in Gaya and 22.91% in Alwar, viewed classroom organisation and management and classroom transaction procedures as critical. With the exception of 31.25% teachers from Alwar assigned the third position to Curriculum and TLM teachers in the other four districts perceived classroom transaction practices as more important.

Ranking order by teachers indicates quite clearly that a well equipped school where children come regularly, would go a long way in promoting quality education. In addition, at the classroom level the methodology and procedures used for curriculum transaction and use of TLM along with classroom organisation and management were also perceived as relatively important contributory factors affecting the delivery of quality education.

3. Roles and Functions of Sub-District Functionaries

The total sample of teachers across all the districts except Jaintia Hills, reported that the sub-district functionaries (SDFs) were performing a variety of roles-functions under the DPEP, which was confined to the primary classes only. However, since a large number of schools in the total sample had classes from I-VII, a sizeable number of teachers selected in the study were teaching at both the upper primary and primary levels, thus having a fairly clear understanding and knowledge about the major roles-functions of SDFs in their respective blocks. Before discussing the perceptions of teachers about the present roles and functions of SDFs, a comparative picture of the distribution and type of sub-district functionaries working in the area of education, across the five districts is given below:

Structure and Staffing Pattern of Block/Mandal and Cluster Centres

S. No.	States/Districts	Block/Mandal Level	Cluster/Teacher Centre/ School Complex Level
1	Maharashtra (Osmanabad)	<ul style="list-style-type: none"> Block Education Officer (1) Block Resource Centre Co-ordinators (2) 	<ul style="list-style-type: none"> Cluster Resource Centre Co-ordinator (1) (Kendra Pramukh)
2.	Andhra Pradesh (Vishakhapatnam)	<ul style="list-style-type: none"> Mandal Education Officer (1) Mandal Resource Persons (3) 	<ul style="list-style-type: none"> Teacher Centre Secretary (1) School Complex Resource Person (1)
3.	Bihar (Gaya)	<ul style="list-style-type: none"> Block Resource Centre Co-ordinator cum Block Education Officer (1) Block Resource Persons Trainers of Teachers (3) 	<ul style="list-style-type: none"> Cluster Resource Centre Co-ordinator (1)
4	Rajasthan (Alwar)	<ul style="list-style-type: none"> Block Education Officer (1) Block Resource Centre Co-ordinator (1) 	<ul style="list-style-type: none"> Cluster Resource Centre Functionary
5.	Meghalaya (Jaintia Hills)	<ul style="list-style-type: none"> Deputy Inspector of School (1) 	NIL (not constituted)

* In the five blocks of Jaintia Hills there were three DI of Schools

** In Gaya District 1 block Resource Centre caters to the requirements of more than one block.

*** School Complex Resource Person also functioned as Mandal Resource Persons in the tribal mandals.

Table 6: Teachers' Ranking of the Importance of General Factors in Improving the Quality of Education

S. No.	I. General Factors	States - Districts																	
		Maharashtra (Osmanabad) (96)			Andhra Pradesh (Vishakhapatnam) (95)			Bihar (Gaya) (79)			Rajasthan (Alwar) (96)			Meghalaya (Jaintia Hills) (95)					
		Rankings																	
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
1.	Regular Training at Sub-district Level	N 13	20	18	06	07	20	01	06	02	03	07	11	16	07	20			
		% 13.54	20.83	18.75	6.31	7.36	21.05	1.26	7.59	2.53	3.12	7.29	11.45	16.84	7.36	21.05			
2.	Onsite Support and Guidance by BRC and CRC	N 04	06	22	04	04	14	08	03	23	07	06	24	04	06	08			
		% 4.16	6.25	22.91	4.21	4.21	14.73	10.12	3.79	29.11	7.29	6.25	25.0	4.21	6.31	8.42			
3.	Funds	N 04	08	14	04	05	08	-	06	14	-	05	10	06	12	24			
		% 4.16	8.33	14.58	4.21	5.26	8.42	-	7.59	17.72	-	5.20	10.41	6.31	12.63	25.26			
4.	Community participation Parental co-operation	N 05	12	11	13	22	31	16	33	22	16	29	24	18	19	21			
		% 5.20	12.50	11.45	13.68	23.15	32.63	20.25	41.77	27.84	16.66	30.20	25.0	18.94	20.0	22.10			
5.	Regular Attendance of Children	N 63	14	09	49	22	11	52	15	04	51	17	05	42	21	09			
		% 65.62	14.58	9.37	51.57	23.15	11.57	65.82	18.98	5.06	53.12	17.70	5.20	44.21	22.10	9.47			
6.	Availability of Physical Facilities	N 07	36	22	22	35	11	02	17	14	09	32	22	09	30	13			
		% 7.29	37.50	22.91	23.15	36.84	11.57	2.53	21.51	17.72	9.37	33.33	22.91	9.47	31.57	13.68			

Table 7: Teacher's Ranking of the Importance of Classroom Related Factors in Improving the Quality of Education

S. No.	II. Classroom Related Factors	States - Districts																	
		Maharashtra (Osmanabad) (96)			Andhra Pradesh (Vishakhapatnam) (95)			Bihar (Gaya) (79)			Rajasthan (Alwar) (96)			Meghalaya (Jaintia Hills) (95)					
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	Rankings		
1.	Available Teaching	N	01	19	14	10	13	03	04	04	02	09	09	09	11	14			
	Learning Time	%	1.04	19.79	14.58	10.52	13.68	3.79	5.06	5.06	-	9.37	9.37	9.47	11.57	14.73			
2.	Curriculum and	N	07	21	22	15	29	11	18	23	07	16	30	11	26	16			
	TLM	%	7.29	21.87	22.91	15.78	30.52	11.57	22.78	29.11	7.29	16.66	31.25	11.57	27.96	16.84			
3.	Classroom	N	08	21	33	01	10	23	08	21	04	22	20	-	10	26			
	Transaction Procedures	%	8.33	21.87	34.37	1.05	10.52	24.21	10.12	26.58	4.16	22.91	20.83	-	10.52	27.36			
4.	Monitoring and	N	05	09	10	03	13	17	08	09	17	19	09	05	20	13			
	Evaluation of Students	%	5.20	9.37	10.41	3.15	13.68	17.89	11.39	21.51	-	19.79	9.37	5.26	21.05	13.68			
5.	Classroom	N	07	17	10	07	16	19	13	28	06	16	20	04	20	18			
	Organisation and Management	%	7.29	17.70	10.41	7.36	16.84	20.0	16.45	35.44	7.59	16.66	18.75	4.21	21.05	18.94			
6.	Knowledge of	N	68	09	07	59	14	08	52	12	08	67	12	66	08	08			
	Subjects to be taught	%	70.83	9.37	7.29	62.10	14.73	8.42	65.82	15.18	10.12	69.79	12.50	69.47	8.42	8.42			

Practically, all the teachers clarified that the Block Education Officer (BEO) in the DPEP Phase I, III and IV districts and Mandal Education Officer (MEO) in Vishakhapatnam DPEP Phase II district played more of an administrative, managerial and supervisory role as compared to the academic role of the Block Resource Centre Co-ordinators (BRCCs), Mandal Resource Persons (MRPs) and Cluster Resource Centre Co-ordinators (CRCCs)/School Complex Resource Persons (SCRPs)/Teacher Centre Secretaries (TCSs).

Another significant feature reported by teachers in DPEP Phase I, III and IV districts was the relatively more frequent interaction of the CRCCs at the school level as compared to their block level counterparts.

3.1 Present Roles and Functions

In the present context, teachers reported a wide variety of roles and related functions being performed by SDFs as is presented in Table 8. It needs to be mentioned that during the interview sessions, teachers generally referred to the major functions/activities being undertaken by SDFs rather than their specific roles. However, vis-a-vis the activities highlighted four major roles that emerged after analysis were those of a *facilitator, provider, trainer, academic co-ordinator and guide*. In addition other related roles that also came up were those of a *monitor, evaluator and inspector*. There was also an overlapping of activities mentioned to be undertaken by functionaries operating at the block and cluster levels, except in the case of Vishakhapatnam district. Another point that most teachers pointed out was that practically all the SDFs worked for improving enrolment, retention and attendance of children at the primary level. The various roles as elaborated by teachers during the interviews is discussed below:

3.1.1 Facilitator

The research team was informed that SDFs as facilitators basically worked to improve the enrolment, retention and attendance of children at the primary level. 47.91% teachers in Osmanabad and 11.57% in Jaintia Hills particularly pointed this out. These were the DPEP objectives which were reportedly largely achieved through a number of activities at the school-classroom level such as:

- Checking of registers/records
- Household visits
- Conducting meetings with VECs and community members

In addition, establishing contact with parents was also specifically highlighted as a major activity by teachers in the tribal mandals of Vishakhapatnam. This was a major function undertaken by the School Complex Resource Persons (SCRPs) cum Mandal Resource Persons (MRPs) in the tribal communities, where the need and importance of educating children was not given due weightage by parents.

Table 8 : Major Roles-Functions being performed by Sub-District Functionaries

S. No.	Roles-Functions	States / Districts									
		Maharashtra (Osmanabad)		Andhra Pradesh (Vishakhapatnam)		Bihar (Gaya)		Rajasthan (Alwar)		Meghalaya (Jaintia Hills)	
		N (96)	%	N (95)	%	N (79)	%	N (96)	%	N (95)	%
1.	Facilitator <ul style="list-style-type: none"> Improving enrolment, retention and attendance 	46	47.91	-	-	-	-	-	-	11	11.57
2.	Academic Co-ordinator Guide <ul style="list-style-type: none"> Providing academic support to teachers Co-ordinating monthly meetings for teachers Guiding TLM preparation 	83	86.45	52	54.73	23	27.96	70	72.91	25	26.31
		69	71.87	34	35.78	42	53.27	52	54.16	18	18.94
		-	-	-	-	-	-	20	20.83	-	-
3.	Provider <ul style="list-style-type: none"> Providing funds, incentives, TLM Providing information on new programmes and plans 	19	19.79	25	26.31	29	37.77	23	23.95	-	-
		-	-	-	-	-	-	28	29.16	-	-
4.	Trainer <ul style="list-style-type: none"> Conducting trainings for teachers 	69	71.87	31	32.63	42	53.27	22	22.91	-	-
5.	Other Roles <ul style="list-style-type: none"> Organizing activities for students Establishing contact with parents School inspection Conducting Monitoring and Evaluation in schools 	-	-	-	-	-	-	10	10.41	-	-
		-	-	29	30.52	-	-	-	-	-	-
		-	-	-	-	-	-	-	-	36	37.89
		-	-	52	54.73	34	43.03	-	-	-	-

Note: Percentages do not total to 100% as more than one response was given by some teachers

3.1.2 Provider

In creating a stimulating school environment, the SDFs role as a provider or sometimes called supplier was envisaged as a critical. This was largely achieved through provision of funds, grants (school and TLM) incentives and teaching-learning material to schools, as was pointed out by 19.79% teachers in Osmanaabad to 37.77% in Gaya. Supply of all the above was under the jurisdiction of the block staff. The concerned BEO and BRCC devoted a lot of time and effort to this particular activity throughout the year as was pointed out by teachers. It was generally the CRCCs who passed on the materials from the BEO/BRCC and monitored how the school and TLM grants were being utilized at the primary level. Teachers reported that the school and TLM grant had made a visible difference in the overall school environment. This particular activity was not reported by teachers in Jaintia Hills, probably since the district is not covered under the DPEP.

In addition, 29.16% teachers from Alwar, also informed the research team, that the block functionaries vis-a-vis the CRCCs passed on information to them about new developments, changes, programmes and schemes related to education from time to time. This was perceived by teachers to be extremely useful, interesting and necessary if quality was to improve.

3.1.3 Trainer

Conducting training for teachers was considered to be a priority function being performed by block level staff with assistance from the CRCCs. Teachers in four out of the five sampled districts considered this to be one of the most important functions being performed by the BRCCs. A minimum percentage of 22.91% teachers in Alwar to a maximum of 71.87% in Osmanabad, appreciated the SDF's efforts since training was perceived as the key to quality improvement by most teachers across all the DPEP districts. The Block level functionaries generally the BRCCs trained the teachers in the Block Resource Centres on different aspects of primary education.

It was also clarified that the MRPs in Vishakhapatnam and BRCCs in other districts not only acted as the main trainers but also planned and organised the trainings.

3.1.4 Academic Co-ordinator and Guide

Providing academic guidance and support to teachers in schools were other significant functions highlighted by teachers ranging from a maximum percentage of 86.45% teachers in Osmanabad to a minimum of 26.31% teachers in Jaintia Hills. According to most teachers this was felt to be the most important role being performed by SDFs and was central to quality improvement. Teachers pointed out that the CRCCs generally visited schools to provide onsite school based guidance and support on various aspects such as

- Curriculum transaction (use of methods)
- Monitoring and evaluation of students
- Preparation and use of teaching-learning material
- Lesson planning, implementation and evaluation
- Resolving teachers' personal problems
- Promoting interaction with the community (VECs & parents)

Support was generally extended through peer interaction and discussions in the monthly meetings conducted at the cluster resource centres and at times through demonstrations of model lessons in classrooms.

This major activity was further reinforced and strengthened by the monthly meetings conducted by CRCCs on a regular basis, as was reported by teachers across all four DPEP districts. 18.94% teachers in Jaintia Hills did not specifically mention *'cluster level monthly meetings'*, but meetings held at the convenience of the block staff. It is to be noted that a fairly large number of upper primary teachers had also participated regularly in these meetings and spoke about its *'usefulness in resolving many classroom related problems in terms of transaction'*, *'use of new methods'*, *'dealing with hard spots in lessons and concept clarification'* amongst other issues. Others mentioned that *'useful information was passed on'*, *'use of training inputs clarified'*, *'TLM prepared and shown how to be used'* besides *'providing an opportunity to discuss common issues and problems'*.

3.1.5 Other Roles

54.73% teachers from Vishakhapatnam and 43.03% from Gaya, drew specific attention to the SDFs role as that of a '*monitor and evaluator*' of school activities, whereas 29.16% teachers from Alwar highlighted the fact that CRCCs, passed on necessary information to them on new programmes, schemes, policies and plans. 20.83% teachers also stressed that SDFs in particular CRCCs had helped teachers to prepare and use TLM more effectively in primary classes. This guidance had led to '*changing the face of primary classes*', '*making them more attractive*' and '*teaching more interesting*'. Finally, 37.89% teachers from Jaintia Hills referred to the inspecting role of their block staff and extension officers from time to time. All the teachers clarified that most of the functions were performed by the block and cluster staff when they visited their schools. Thus school visits essentially provided a platform for interaction and exchange of ideas/information

Under the DPEP, the roles and functions of sub-district functionaries across the four DPEP districts had definitely promoted access to and supply of facilities at the primary level. Much more was needed especially at the so far, neglected upper primary level. Teachers perceived an extension of present roles-functions being performed at the primary to the upper primary and a conscious focus on quality improvement in terms of specific activities for SDFs.

3.2 School Visits

School visits undertaken by sub-district functionaries was viewed as the key to educational intervention and quality improvement by most teachers, across all the five districts. However, the periodicity/frequency and nature of interaction or purpose of the visit influenced the effectiveness of functions being performed by both block/mandal and cluster level/school complex level functionaries.

The periodicity of visits varied significantly from the block/mandal to the cluster - school complex levels in all districts as was reported by teachers (Table 9), except in the case of Jaintia Hills where cluster resource centres are yet to be established.

Cluster functionaries visited schools more than once a month as was reported by 72.91% teachers in Osmanabad, 62.02% in Gaya and 88.59% in Alwar, with the remaining teachers highlighting this activity once a month.

A reverse situation was seen in Vishakhapatnam district where 82.10% teachers pointed out that mandal level functionaries equivalent to the block level functionaries in other districts, visited schools more than once a month as compared to the Teacher Centre Secretaries or School Complex Resource Persons. This falls in line with the central role visualised by the State-district authorities for the MRPs as compared to the TCSS/SCRPs operating at the lower level equivalent to clusters in other districts.

Table 9: Frequency of School visits conducted by Sub-District Functionaries

S. No.	Frequency of School visits	Maharashtra (Osmanabad) N (96)	Andhra Pradesh (Vishakhapatnam) N (95)			Bihar (Gaya) N (79)			Rajasthan (Alwar) N (96)			Meghalaya (Jaintia Hills) N (95)
		BRC	CRC	N	%	BRC	CRC	N	%	BRC	CRC	Block
		N	%	N	%	N	%	N	%	N	%	N %
1	Not at all	-	-	-	-	85	89.47	10	12.65	03	3.12	9 9.47
2	Once a year	06	6.25	-	-	01	1.05	18	22.78	04	4.16	57 60.0
3.	Twice a year	16	16.66	-	-	01	1.05	08	10.12	12	12.50	18 18.94
4	Once in three months	19	19.79	-	-	-	-	05	6.32	21	21.87	03 3.15
5.	Once a month	36	37.50	26	27.08	12	12.63	-	-	34	43.03	16 16.66 30 37.97 11 11.45 03 3.15
6.	More than once a month	19	19.79	70	72.91	78	82.10	02	2.10	04	5.06	40 41.66 85 88.59 06 6.31
7.	No Response	-	-	-	-	03	3.15	03	3.15	-	-	- -

In contrast, frequency of visits by the block level staff was reported to be much less since they either visited schools once or twice a year as was pointed out by most of the teachers in Gaya and Jaintia Hills districts. Frequency of visits was slightly more in Alwar and Osmanabad, as it was reported to be once in three months. Teachers, across all the districts, further clarified that it was generally the block resource centre co-ordinator who paid a visit to their schools whereas the block education officer hardly ever came.

Across districts teachers strongly emphasized the need for the BEO to visit all the schools at least once in two/three months to understand teachers' problems and interact with them in their work place. It was also strongly felt that frequency of visits by BRCCs and CRCCs should also increase if regular onsite academic guidance was to be provided for quality improvement. Teachers acknowledged that periodicity of school visits was a function of a number of variables - additional manpower, distances to be covered, number of schools in a cluster and full-time/part-time appointment of co-ordinators.

3.2.1 Purpose of School Visits

Functionaries visited schools for a variety of academic and administrative reasons as is highlighted in Table 10. The single most important activity undertaken during every visit by both block and cluster functionaries was examining registers and/or records as was reported by more than 80% teachers in Vishakhapatnam, Alwar and Osmanabad, 70.52% in Jaintia Hills and 31.64% in Gaya. Teachers felt that the block level staff appeared to be more concerned about this particular activity as compared to their cluster level counterparts. Checking was done with the major objective of monitoring children's enrolment and retention status, teacher and student attendance and test results, besides collecting other educational data.

In addition, three other major functions commonly reported to be undertaken by SDFs were - organising meetings, observing teachers teaching in the class and/or talking to children.

Table 10 : Purpose of School Visits Conducted by Sub-District Functionaries

S. No.	Purposes	States - Districts									
		Maharashtra (Osmanabad)		Andhra Pradesh (Vishakhapatnam)		Bihar (Gaya)		Rajasthan (Alwar)		Meghalaya (Jaintia Hills)	
		N (96)	%	N (95)	%	N (79)	%	N (96)	%	N (95)	%
1	Examine registers/records	87	90.62	84	88.42	25	31.64	84	87.50	67	70.52
2	Organize meetings	89	92.70	76	80.0	45	56.96	78	81.25	48	50.52
3	Observe teaching in classes	88	91.66	79	83.15	78	98.20	55	57.29	54	56.84
4	Teach while teacher observes	59	61.45	39	41.05	-	-	44	45.83	04	4.21
5	Talk to children	85	88.59	81	85.26	75	94.93	28	29.16	59	62.10
6	Attend VEC meetings	76	79.16	66	69.47	29	36.70	66	68.75	-	-
7	Contact community/parents	75	78.12	62	65.26	23	29.11	20	20.83	12	12.63

Note: Percentages do not total to 100% as more than one response was given by some teachers

Organising meetings was reported by a maximum percentage of 92.70% teachers in Osmanabad, with more than 80% in Vishakhapatnam and Alwar districts. These meetings were held by SDFs with different groups of individuals involved in education i.e. teachers, parents, Village Education Committee (VEC) members and community leaders for motivational, informational and/or educative purposes.

Observing teachers teaching in class was highlighted by more than 80% teachers in the three DPEP Phase I, II and III districts, as compared to fewer teachers in Alwar and Jaintia Hills. However, this activity was undertaken specifically in primary classes and sometimes incidentally done at the upper primary level. This practice was viewed to be undertaken by SDFs for a number of reasons such as - *'resolving teachers problems', 'as a follow-up after training had been conducted', 'to identify difficulties being experienced by teachers', 'use it as a baseline to provide feedback to block level functionaries'*, amongst others.

Further, probing revealed that on visiting classrooms, most of the functionaries also interacted with children with the major aim of assessing their progress, difficulties and encouraging children to attend school more regularly. Greater attention was devoted to this type of interaction in the more remote/tribal areas in selected blocks - districts of the study. This particular activity was once again pointed out by many more teachers in the DPEP Phase I, II and III districts as compared to DPEP Phase IV and the non-DPEP district of Jaintia Hills.

To further strengthen inputs at the classroom level an interesting function that CRCCs generally performed as was mentioned by 61.45% teachers from Osmanabad, 41.05% from Vishakhapatnam, 45.83% from Alwar and an almost negligible 4.21% from Jaintia Hills was that of the concerned SDF teaching the children while the concerned teacher observed. This was also referred to as *'demonstration of teaching', 'conducting of model lessons'* a practice found to be very useful by most of the teachers who reported this activity.

Two specific functions that were related to enhancing and boosting community participation and interest in school activities were those of the SDFs attending VEC meetings and contacting the community-parents either through household visits or organizing meetings in the school. Teachers focussed more on the former function than the latter, as is presented in Table 10.

In conclusion, upper primary teachers emphasized that *"on the spot guidance and intervention helped a lot"*, and that *"visits should also be made by block and cluster functionaries to upper primary classes as frequently, if not more than what was being done at the primary level"*.

The mechanism and nature of school visits needs careful and realistic planning for purposes of quality improvement. A number of variables that influence the periodicity of visits require serious consideration, review and policy level decisions on a priority basis. The type, nature and degree of involvement varied significantly from the block to the cluster level in all districts. A larger number of teachers reported more inputs being provided in DPEP Phase I and II districts as compared to the others.

4. Expected Roles Functions and Support Required from Sub-District Functionaries

Under SSA, upper primary teachers across all five districts had a high level of expectation in the future from both block and cluster level staff with the exception of 17.89% teachers from Jaintia Hills. These roles - functions were visualised with a view to improving the quality of education, specifically at the upper primary level, as is presented in Figures 8 to 12. District wise figures clearly indicate a marked difference in teachers' future expectations from both block and cluster staff.

Block level staff were envisaged to perform the roles of a '*provider*', '*trainer*', '*organiser*', and '*monitor*'. In contrast, the cluster functionaries were expected to act more as '*facilitators*' and '*academic guides*', with the exception of functionaries from Vishakhapatnam. In Vishakhapatnam district, mandal level resource persons were expected to perform both types of roles by most teachers, as was reportedly being done in the present context.

An interesting trend emerging from the perception of teachers' across all districts, is that similar functions were visualized by teachers to be undertaken by both block and cluster staff with only the degree varying. On closer examination these functions correspond to the responsibilities and activities being presently conducted under the DPEP for the primary level, in the four DPEP districts. Thus teachers' future expectations from block and cluster staff for the upper primary level functioning appears to be a definite extension of their present roles-functions.

4.1 Expectations from Block/Mandal level Functionaries

4.1.1 Role of a Provider

➤ *Providing TLM and textbooks*

In all five districts, more than 50% teachers categorically stated that block/mandal level staff should ensure that relevant, sufficient and subject appropriate TLM is provided to all upper primary classes. This material was emphasized as absolutely crucial for teaching Science and Social Studies in particular, out of all the subjects. An urgency was also expressed in establishing a science laboratory and providing apparatus, charts, maps, models, games/sports equipment and supplementary reading material to all schools. A library and audio-visual aids were also felt to be required in facilitating the delivery of quality education. More than 30% teachers in Osmanabad drew attention to the '*timely supply of textbooks*' which was perceived to be a basic requirement in the teaching-learning of any subject. The research teams visits also corroborates the urgency in supplying TLM, as it was seen that hardly any educational material was available for use in upper primary classes.

➤ *Providing adequate infrastructural facilities*

The role of the block/mandal education officer as the key figure in providing adequate infrastructural facilities was highlighted by a maximum percentage 54.21% teachers in Vishakhapatnam to a minimum of 28.12% in Alwar. Teachers in the tribal mandals of Vishakhapatnam as well as the Imamganj block of Alwar district expressed a need for a variety of inputs without which achieving quality education or improvement was felt to be next to impossible.

During the interviews, facilities in the form of sufficient number of well maintained classrooms, safe play grounds with a boundary wall, electricity, drinking water and toilets were pointed out as necessary by teachers. Quite a few teachers in Osmanabad and Alwar felt that if such facilities were provided only then would their schools-classrooms become *'teaching-friendly'* and *'child-friendly'*. The *'bare look'* and dilapidated condition of upper primary classrooms were in total contrast to the decorated and colourful wall displays of the primary classes in quite a few schools visited by the research team, across all four DPEP districts.

➤ **Appointing Teachers**

At the upper primary level, 55.53% teachers from Vishakhapatnam and 37.09% from Gaya emphasized the need for the concerned block education officer to plan and organize a mechanism for appointing subject teachers on a priority basis. This particular aspect was felt to be less of a priority in other districts but nevertheless the problem did exist in other districts as well. Some of the teachers, categorically stated that without qualified, trained and experienced subject teachers quality education would remain a *'distant dream'* and be *'difficult to achieve'*.

In Vishakhapatnam, teachers further suggested *'rationalization of postings'* particularly in the Munagapaka mandal. For this *'careful planning'* vis-a-vis *'school mapping'* followed by *'selection of the right type of teacher'* was viewed as crucial.

➤ **Providing Financial help to needy students**

This specific function was pointed out by more than one third of the sample of teachers in Jaintia Hills, where the teaching staff perceived that disadvantaged children from poor families required financial help to encourage and maintain their participation at the upper primary level. This was especially felt to be necessary in the Saipung block, which was the most backward and remotely situated block out of the five blocks in the district.

Figure: 8 Perception of Teachers on the Expected Roles and Functions of SDFs in Osmanabad, Maharashtra

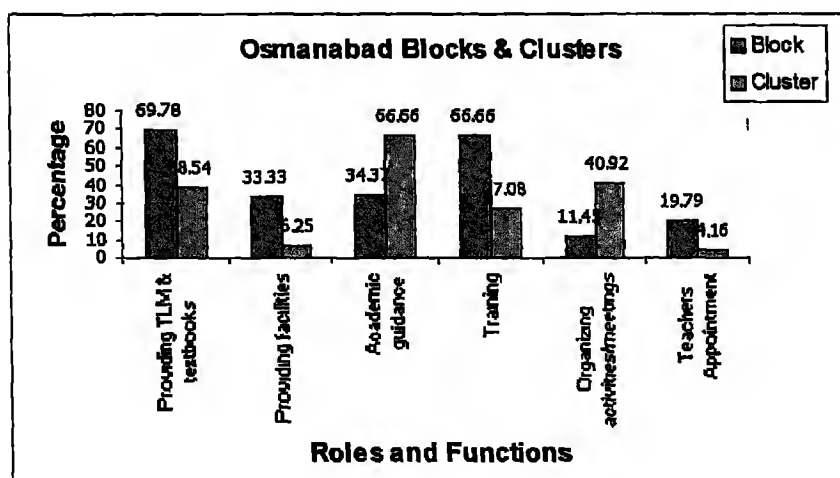


Figure: 9 Perception of Teachers on the Expected Roles and Functions of SDFs in Vishakhapatnam, Andhra Pradesh

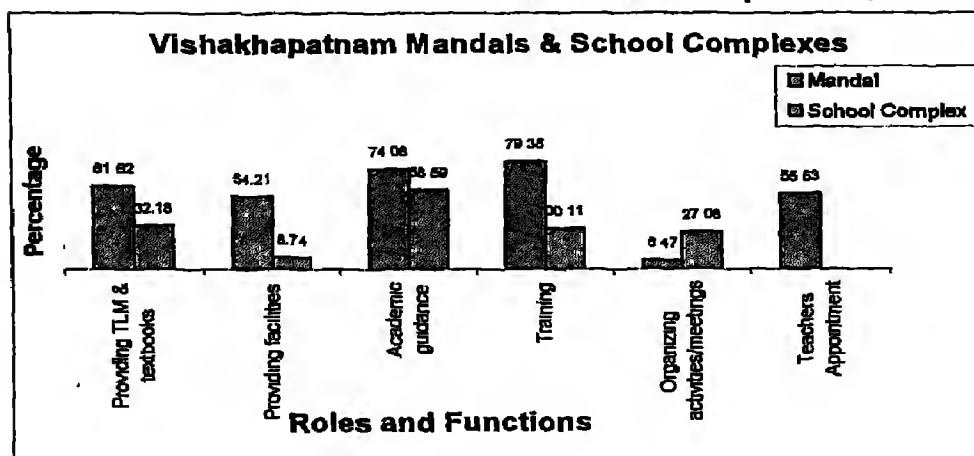


Figure: 10 Perception of Teachers on the Expected Roles and Functions of SDFs in Gaya, Bihar

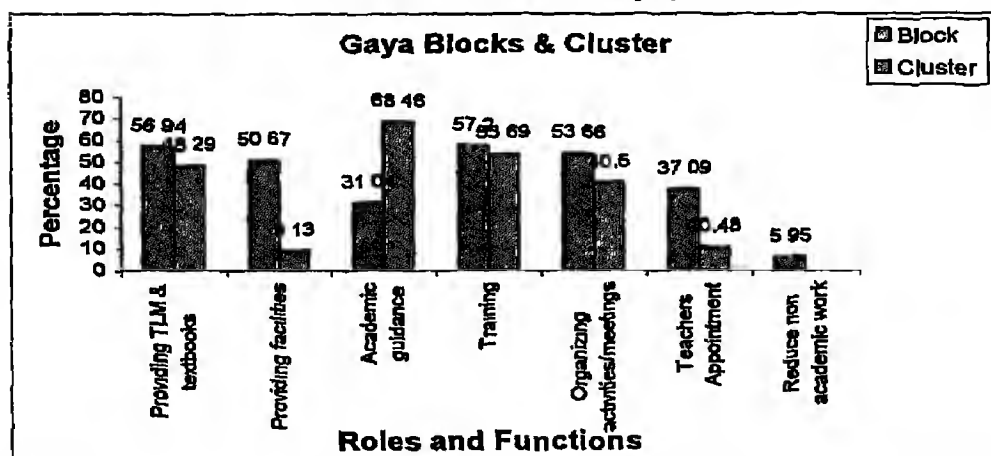


Figure: 11 Perception of Teachers on the Expected Roles and Functions of SDFs in Alwar, Rajasthan

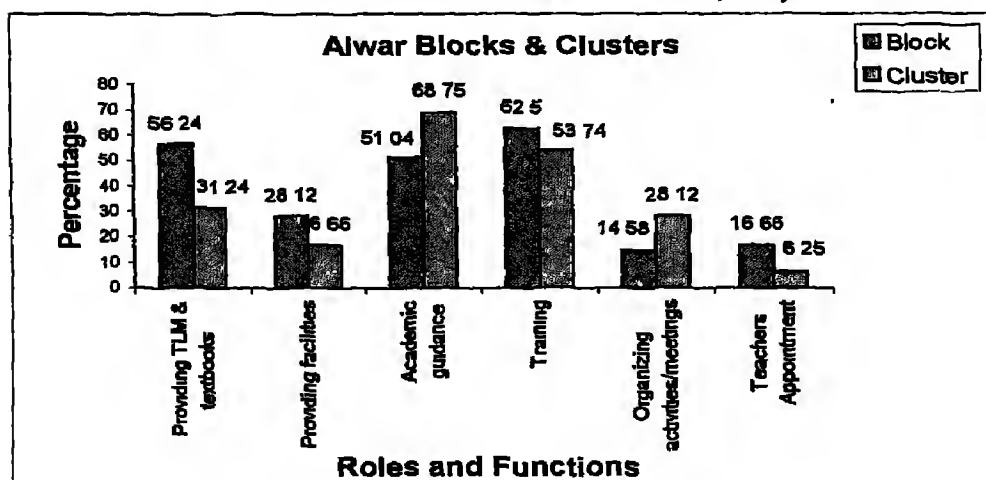
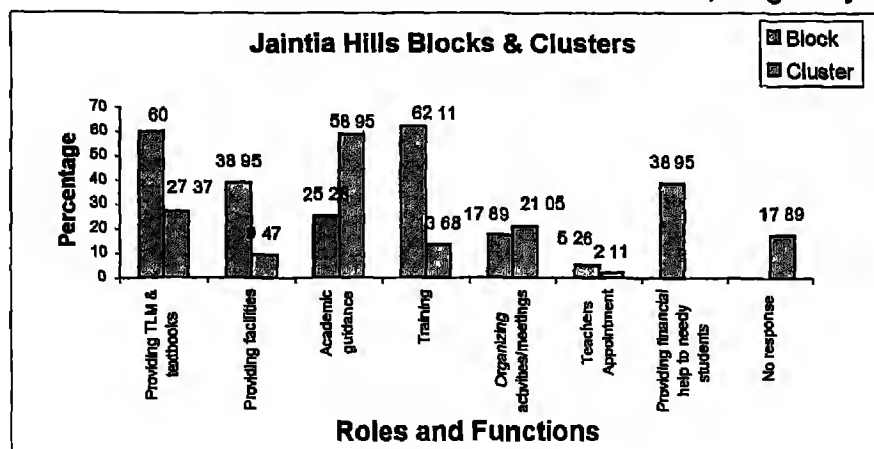


Figure: 12 Perception of Teachers on the Expected Roles and Functions of SDFs in Jaintia Hills, Meghalaya



4.1.2 Role of a Trainer

➤ *Organizing training*

A major function visualized by 80% teachers in Vishakhapatnam and more than 60% in Osmanabad, Alwar and Jaintia Hills districts and 57% in Gaya for the block/mandal staff, in particular the Block Resource Centre Co-ordinators and Mandal Resource Persons was that of organizing and imparting regular trainings. Teachers across the four DPEP districts elaborated that this particular role was what they had seen the block level staff undertaking for the primary level since the DPEP had been launched in their respective districts.

Further probing as to the type of training that was required revealed that teachers wanted programmes organised in each of the subjects being taught at the upper primary level. Within these subjects a variety of aspects such as - new methods of teaching, TLM preparation and usage, monitoring and evaluation of children's progress and performance and lesson planning were mentioned as important areas in improving the effectiveness of curriculum transaction and subsequently attaining quality.

Some headmasters in Osmanabad and Vishakhapatnam districts clarified that - *'BRCs should also organise special training for headmasters on our roles and responsibilities, especially for the upper primary stage. This training should be followed by more inputs giving detailed information on what exactly is to be done for quality improvement in terms of transaction, methodology, classroom practices monitoring and evaluation'*

4.1.3 Role of an Organiser

➤ *Organizing activities - meetings*

The Block level staff was also expected to play the role of an organizer in terms of conducting and co-ordinating meetings and activities from time to time for villagers, students and teachers. A maximum percentage of 53.66% teachers in Gaya district perceived this as an equally important function to be performed by BRCCs as that of providing training.

facilities or TLM. As some teachers explained meetings helped to promote - '*community involvement*' '*generate awareness on the need for education*' and also '*ensure that every child completes elementary education*' which is a major goal of SSA. In addition, teachers felt that activities such as bal melas, exhibitions and other local functions boosted community and student participation in school activities, as was seen to happen at the primary level. Very few teachers in other districts gave importance to this aspect as is clearly seen in the Figures 8 to 12.

4.1.4 Role of an Academic Guide

Teachers definitely expected the BRCC/MRP to play a more active role as a resource person providing onsite school based academic support and guidance. This role was felt to be particularly crucial by nearly 75% teachers in Vishakhapatnam in comparison to teachers from other districts. School based guidance was expected to serve the dual purpose of ensuring follow-up of training inputs and dealing with problems faced by teachers in actual classroom situations. In Osmanabad 34.37% teachers, highlighted that frequent school visits by the BRCCs and BEOs, was required for a number of reasons - '*supervising and monitoring teaching*', '*providing feedback*', '*demonstrating model lessons*' and '*helping in lesson planning and its evaluation*'.

A few teachers in Gaya, also emphasized the role of the block authorities in asserting their authority as a decision maker by reducing teachers' non academic work, thereby enabling them to focus more on actual quality teaching in classrooms. This is an interesting point for consideration by block level staff. Other teachers across DPEP districts mentioned that block/mandal staff should also support and guide CRCCs/SCRPs/TCSs to deal with upper primary needs besides mobilising the community to participate at the upper primary level in the future under SSA.

Teachers' future role expectations from SDFs appears to be a definite extension of their present roles-functions under DPEP. Similar roles-functions were visualized for block-cluster staff under SSA. However, teachers' vision of the future role of CRCCs emerges as more academic focussed and oriented along with that of a trainer.

4.2 Expectations from Cluster Level Functionaries

In comparison to the '*organisational and input provision role*' related expectations and support from block level staff, teachers' vision of the future role and functions of cluster level staff emerges more as an '*academic classroom focused and oriented*' role as is clearly seen in Figures 8 to 12. The cluster co-ordinators were perceived to be far more important than the block staff in Osmanabad, Gaya and Alwar districts. In Vishakhapatnam district, however, teachers felt that the mandal staff's role was more important as was also seen in the non-DPEP district of Jaintia Hills, where many teachers had no idea or understanding of the concept of a cluster or CRCC etc.

In the three DPEP Phase I, II and III districts as specified above teachers explained that their preference for the CRCC being involved to a greater extent than the block level staff was due to

the cluster centres closer proximity and greater involvement in providing academic onsite school support to primary classes under DPEP, as compared to the block level functionaries. In view of the existing scenario, under the DPEP, at the outset, itself most of the teachers in Osmanabad, Gaya and Alwar stated that the cluster staff should visit schools more frequently than once or twice a month as was being presently done at the primary level.

The cluster staff's role was essentially viewed as that of an '*academic guide*' by more than 66% teachers in Osmanabad, Gaya and Alwar and 58% in Vishakhapatnam. By implication, teachers felt that CRCCs would, therefore, be '*monitors*', '*problem solvers*' and '*evaluators*'. To undertake this multifaceted role at the school-classroom level, a triangular approach was visualised by teachers in the form of:

- Conducting frequent school visits
- Conducting short-duration trainings at the cluster centre and
- Organizing meetings-activities to promote community-parent-school interaction.

In the future, cluster functionaries were also expected to be trainers by a maximum percentage of 53% teachers in Gaya and Alwar districts to minimum of 27.08% in Osmanabad. In addition, organizing meetings-activities was also stated to be required by 50% teachers in Osmanabad and Gaya and 27% -28% teachers in Vishakhapatnam and Alwar respectively.

Understanding what exactly upper primary teachers expect from the CRC staff in the future becomes clearer and more specific on examining the type of support upper primary teachers feel they require, as is presented in Table 11. The major aim of onsite academic support as cited by teachers was to see a visible improvement in the existing classroom processes and pedagogic practices at the upper primary level, which had been completely neglected so far.

Across four out of five districts with the exception of Jaintia hills support was expected by teachers from CRCCs/TCSs and or SCRPs in four to five operational areas of work within classroom settings. A significant number of teachers, ranging from 46.87% in Osmanabad to 86.45% in Alwar visualised that CRCCs or their counterparts should provide concrete suggestions for improving classroom transactional procedures and teaching across all subjects being taught at the upper primary level.

To achieve quality improvement in classroom practices, a sizeable number of teachers wanted support in dealing with difficult units/lessons/concepts and lesson planning, its implementation and evaluation. Two other aspects that were pointed out as critical in furthering the delivery of quality education by more than 45% teachers in the DPEP Phase I and II districts of Osmanabad and Vishakhapatnam, was facilitating the optimal use of TLM/aids etc and helping to balance the much advocated child centered, play way methodology with content delivery in teaching upper primary classes. Other aspects that attention was drawn to by teachers in Osmanabad, Alwar and Vishakhapatnam were classroom organisation and management and effective use of the school and TLM grant.

Table 11 : Type of Support Required from Cluster Functionaries for Quality Improvement in Upper Primary Classes.

Type of Support	States / Districts							
	Maharashtra (Osmanabad)		Andhra Pradesh (Vishakhapatnam)		Biher (Gaya)		Rajasthan (Alwar)	
	N (96)	%	N (95)	%	N (79)	%	N (96)	%
I. Conducting Frequent School Visits for:								
• Improving class teaching	45	46.87	77	81.05	53	67.08	83	86.45
• Demonstrating lessons			16	16.84	-	-	38	39.58
• Dealing with difficult units	19	19.79	48	50.57	10	12.65	83	86.45
• Lesson planning, Implementation and evaluation	48	50.0	34	35.78	21	26.58	49	51.04
• Monitoring and evaluating students' progress and performance	-	-	-	-	21	26.58	19	19.79
• Optimal use of TLM/aids and equipment	57	59.37	44	46.31	-	-	-	-
• Balancing child-centred approach with content delivery	48	50.0	44	46.31	-	-	-	-
• Classroom organisation	57	59.37	-	-	-	-	83	86.45
• Use of school & TLM grant	16	16.66	-	-	10	12.65	16	16.66
II. Promoting School Community Interaction by:								
• Organising meetings with VEC/parents	14	14.58	-	-	23	29.11	16	16.66
• Organizing fairs, melas competitions, exhibitions	14	14.58	-	-	25	31.64	-	-
• Providing material to HMs.	-	-	-	-	-	-	16	16.66
III. Organizing Trainings at the Cluster level for:								
• Preparation and use of TLM	-	-	-	-	42	53.16	-	-
• Improving student performance	-	-	-	-	37	46.83	-	-
• Preparation and evaluation of lesson plans	-	-	-	-	56	70.88	-	-
• Evaluating students' performance.	-	-	-	-	37	46.83	-	-

*Note: Jaintia Hills not represented as there were no CRCs at the time of the study.
Percentages do not total to 100% as more than one response was given by some teachers*

Other areas of support highlighted by in, 14.58% teachers in Osmanabad, 29.11% in Gaya and 16.66% in Alwar was that of strengthening school-community linkages so as to motivate parents to send their children to school regularly and monitor the effective use of school and TLM grant. In Gaya, an interesting aspect put forward by more than 47% teachers was organizing trainings at the cluster level for a variety of reasons as is detailed out in Table 11, section III.

However, teachers with the exception of those from Jaintia Hills were also realistic enough to realize and acknowledge that this kind of regular onsite support and guidance at the upper primary level would not be feasible unless authorities addressed certain issues/concerns vis-a-vis

the existing demands under DPEP and those emerging due to the launching of the SSA as is given below:

PROMOTING ON SITE SCHOOL BASED ACADEMIC GUIDANCE : KEY ISSUES

S.No.	State/Districts	Key Issues
1	Maharashtra (Osmanabad)	<ul style="list-style-type: none"> • Feasibility of one CRCC handling both primary and upper primary • Qualifications and experience of CRCCs vis-a-vis need to support upper primary teachers and provide subject wise inputs • Feasibility of existing centre being able to cater to inservice training requirements for upper primary.
2	Andhra Pradesh (Vishakhapatnam)	<ul style="list-style-type: none"> • Redefinition of the role of TCSs/SCRPs • Triple role performed by TCSs as TCS, Head teacher and Teacher • Overlapping of roles-functions of MRPs and SCRPs.
3	Bihar (Gaya)	<ul style="list-style-type: none"> • Part time nature of the cluster co-ordinator • Dual role of CRCC as co-ordinator and headmaster in some clusters • Burden of non academic work involving considerable time • Qualifications and teaching experience of CRCCs at the upper primary level • Existing capacities/skills of CRCCs vis-a-vis academic guidance required at upper primary
4	Rajasthan (Alwar)	<ul style="list-style-type: none"> • Capacity of CRCC to handle primary and upper primary teachers requirements • Burden of non academic work. • Number of schools covered by each cluster centre • Distances between location of schools and CRC

5. In-Service Training and Related Issues

In-service training was one component that was viewed as a necessary and crucial input for improving the quality of education by practically all the teachers in the sample. In the four DPEP districts, teachers informed the research team that all the training programmes in the recent past had been geared to meeting teachers' needs and requirements at the primary level only. Teachers categorically stated that no specific or special training had been organised for upper primary teachers in the past two years or even more. This was corroborated by both cluster and block functionaries as well in interviews conducted with them by the research team. However, a sizeable number of teachers across districts had attended a variety of trainings since many of them were teaching both upper primary and primary classes.

5.1 Focus of In-service Training

A brief summary of in-service trainings organised at the district levels in the last two years as reported by teachers in the selected sample is presented below:

5.1.1 Osmanabad

In Osmanabad district practically 80% teachers had attended at least one training (SMART PT), with 50% of them being exposed to two trainings in the last two years. SMART PT is an annual training programme of the State attended by teachers handling primary classes (I-IV). Quite a few upper primary teachers who had attended this training stated that *'though the SMART PT was meant for the primary level it had helped quite a lot in teaching more effectively at the upper primary level as well'*. The focus of other trainings conducted by the DIET and/or BRC were on delivery of subject specific inputs, teaching methodology, skill development, use of kits and preparation of TLM.

5.1.2 Vishakhapatnam

In Vishakhapatnam, 47 teachers out of 95 reported that they had not attended any kind of training in the last two years. Those who had attended informed that the focus of these programmes was on the delivery of subject specific inputs, use of joyful learning methodology, TLM preparation and usage, techniques for promoting community participation, formulation of question papers and evaluation of the same. These trainings had been conducted by the Mandal Resource Persons at the Mandal Resource Centre (MRC) in non-tribal mandals or school complexes in the tribal mandals.

5.1.3 Gaya

74 out of 79 teachers in Gaya had participated in trainings. Most of them had been exposed to the 10 day State specific Ujala I and II. Some of them had also been exposed to programmes focussing on joyful learning, preparation and use of TLM, motivational procedures and ways to promote effective teaching-learning. All the trainings had been conducted by SDFs at the block level in the respective BRCs.

5.1.4 Alwar

An interesting trend seen across all districts was the appreciation expressed by teachers for the in-service trainings that had been conducted even though all the trainings had been for the primary level. It is interesting to note that irrespective of the Phase of implementation of the DPEP or focus of trainings, teachers unanimously felt that the trainings were useful and had helped in improving their teaching. Their common feeling is conveyed in one teachers' explanation from Gaya - *"We have been working for so many years, but had no training for a long time. Only when the DPEP started, these programmes also started, and for us to get any kind of training whatever it may be makes us happy. We get to know new things and it helps us in better teaching. How can we find faults or complain. At least we are getting to know many new and different things like child centered, activity based teaching, making TLM, etc."*

5.2 Evaluation and Follow-up of Training

Evaluation and follow-up of training was felt to be a necessary aspect in view of the focus of quality improvement by most teachers, despite the fact that more than 50% of the sample of teachers across the four DPEP districts and practically none from Jaintia Hills had not attended any training in the last two years. Those, who had participated, highlighted that generally evaluation and feedback was undertaken in an informal and not structured manner.

Table 12 : Type of Evaluation and Follow up Conducted during and after Training

S. No.	Type of Evaluation and follow-up	States - Districts							
		Maharashtra (Osmanabad)		Andhra Pradesh (Vishakhapatnam)		Bihar (Gaya)		Rajasthan (Alwar)	
		N (96)	%	N (95)	%	N (79)	%	N (96)	%
1.	Post training administration of questionnaire/test	13	13.54	12	12.63	28	35.44	09	9.37
2.	Feedback through group discussions	24	25.0	05	5.26	08	10.12	09	9.37
3.	Daily administration of questionnaire/test	19	19.79	20	20.83	30	37.97	16	16.66
4.	Individual discussion with teachers	05	5.20	-	-	04	5.06	-	-
5.	Arranging competitions amongst teachers	13	13.54	-	-	11	13.92	-	-
6.	School visits	57	59.37	39	41.05	47	59.49	38	39.58
8.	Preparation of TLM during training	-	-	-	-	-	-	15	15.62
9.	Observation of classroom teaching & conduct of model lessons	-	-	-	-	05	6.32	-	-
7.	No Response	39	40.62	56	58.94	32	40.50	-	-

Note: Percentages do not total to 100% as more than one response was given by some teachers

The most common method or technique as reported by the maximum number of teachers across all the four DPEP districts was that of conducting school visits by either the BRC/MRC or CRC/SCRIP staff (Table 12).

5.2.1 Conducting School Visits

Teachers across the districts clarified that the purpose of visiting schools as a post training technique was basically four fold to:

- observe classroom teaching and assess if it was being done as per the training inputs imparted
- check if training objectives had been fulfilled in actual practice and if so to what extent
- assess the problems or difficulties being faced by teachers in the post training period within classrooms and
- provide on the spot guidance and suggestions on how to resolve difficulties and take corrective action.

At times functionaries also tried to find out if training had any effect on parents-community or led to improvement in the overall school environment. These aspects were '*quite difficult to assess or measure*', according to most of the teachers in Osmanabad, Alwar and Gaya.

5.2.2 Other Techniques

The other techniques generally followed during or on completion of the training programme were - administration of test/questionnaire, conducting group discussions with trainees at different points of time during training and daily administration of a simple test or questionnaire at the end of the day's proceedings. These methods were used at the discretion of the trainers, either in isolation or in combination as required. Another method, pointed out by (15.62%) teachers from Alwar was reportedly practiced only when preparation of TLM was the focus of training being imparted. On these occasions they reported that they were asked to prepare TLM by the trainers either in groups or individually. This kind of a practical exercise gave a fairly good idea to the trainers if teachers had learnt how to make low cost, local specific TLM. Besides this, another advantage was that the TLM prepared during training could be used by teachers on their return to schools in actual classroom teaching. Arranging competitions among teachers was practiced by trainers in Osmanabad and Gaya, as was pointed out by 13.54% and 13.92% teachers in the two districts respectively.

5.3 Usefulness of Training Inputs

All the teachers who had participated in training programmes across the districts were all praise for the in-service training programmes since they felt that the inputs provided during training had been useful in different ways. One common feature was improvement of classroom teaching practices and modification of teaching styles, as well as use of new methods of curriculum transaction. (Table 13). In Osmanabad, teachers felt that it had improved their classroom teaching practices through better use of TLM. Training they affirmed had also "*helped in increasing their self-confidence in teaching and handling weaker students*" and also helped "*to modify teaching styles and methods adopted*".

27.36% teachers in Vishakhapatnam, focussed on other aspects in addition to modifying their teaching styles and methodology, such as preparing better question papers and evaluating students progress in a more scientific manner. They reported that training had also made them realize the importance of "*catering to the child's needs*", "*need for using play-way methods and procedures for joyful learning*" and "*creating a stimulating school environment*".

In Alwar, 12.50% teachers drew attention to teaching becoming more child-centered with children enjoying what they were doing. In addition, 14.58% teachers also felt that they could make better TLM and use it more effectively in curriculum transaction, across different subject areas. A few teachers in Gaya (8.86%) also mentioned about the usefulness of training in promoting better interaction between the school i.e. themselves and the community. They stated that post training they could organize and conduct meetings with the community more effectively. By this they meant - "*highlighting and explaining the need for education*", "*discussing different issues related to education*" and "*convincing parents/VEC members to enrol all children and send them to school regularly*".

Table 13: Utility of Training Programmes In School - Classrooms

S. No.	Utility of Training Inputs	States - Districts							
		Maharashtra (Osmanabad)		Andhra Pradesh (Vishakhapatnam)		Bihar (Gaya)		Rajasthan (Alwar)	
		N(96)	%	N(95)	%	N(79)	%	N(96)	%
1.	Improved classroom teaching	38	39.58	11	11.57	42	53.16	12	12.50
2.	Better use of TLM/aids	22	22.91	09	9.47	08	10.12	14	14.58
3.	Modification of teaching style/methods	40	41.66	18	18.94	30	37.97	33	34.37
4.	Improved interaction with community/parents	03	3.12	-	-	07	8.86	-	-
5.	Organizing cultural functions programmes	06	6.25	-	-	-	-	-	-
6.	Evaluation of Student Progress	-	-	26	27.36	03	3.79	07	7.29
7.	Preparation of question Papers	-	-	26	27.36	-	-	-	-
8.	No Response	31	32.29	50	52.63	07	8.86	-	-

Note: Percentages do not total to 100% as more than one response was given by some teachers

During the interviews teachers also suggested a variety of ways through which future trainings under SSA could be improved upon.

Inputs for Enriching Future Trainings

- *Identification of resource persons having teaching experience at the upper primary level by authorities.*
- *Organization of 'on the job training' in actual school settings, as a means of facilitating demonstrations and practice within classes*
- *Conduct of trainings during holidays for longer periods so that children are not neglected and teaching-learning time is not reduced*
- *Conduct short duration trainings at cluster level*
- *Regular monitoring and follow-up of training by CRCCs*
- *'On the spot' feedback to be provided during school visits in the post training period.*

6. Teachers' Future Training Needs and Requirements

Acknowledging the need for quality improvement and positive change in classrooms at the upper primary level, most of the teachers in the sample stated that one important intervention strategy for addressing their needs and filling in the gaps, was through provision of in-service training programmes. Most of them had seen for themselves, the beneficial effects of different types of training at the primary level under DPEP and some of them had also experienced the usefulness of training inputs, as was explained by quite a few teachers to the research team.

However, it needs to be pointed out that there were a few teachers in Osmanabad, Gaya and Alwar districts who did not feel the need for any further training. Further probing revealed that teachers from Osmanabad did not want training since they were concerned about children being left unattended, while they were being trained. They felt that some alternative solution had to be worked out by authorities before they could participate in training programmes. Teachers from Gaya and Alwar felt that they were competent enough to handle their classes.

Training in different subject areas emerged as the top priority in all five districts (Table 14). This could probably be attributed to two major factors, lack of subject teachers and hardly any training being given to upper primary teachers in the past. Closely related to training in subject areas was a specific mention of developing skills in the transaction of co scholastic areas by 19.79% teachers from Osmanabad and 22.87% in Gaya districts.

Teachers across districts also expressed a strong desire to be trained in the use of new technology *'as a means of improving the quality of education'*, *'getting updated on the use of new aids/equipment'* and *'keeping pace with new developments and changes'*. A specific training area that was highlighted was the use of computers and knowledge about the same, as it was felt to be useful in the modern times by a minimum of 11.67% teachers in Gaya to maximum of 30.52% in Vishakhapatnam.

Table 14 : Future Training Areas Identified by Teachers

S. No.	Training Areas	States / Districts									
		Maharashtra (Osmanabad)		Andhra Pradesh (Vishakhapatnam)		Bihar (Gaya)		Rajasthan (Alwar)		Meghalaya (Jaintia Hills)	
		N (96)	%	N (95)	%	N (79)	%	N (96)	%	N (95)	%
1.	Subject specific	48	50.0	68	69.47	50	63.29	72	75.0	76	80.0
2.	Knowledge and use of computers	18	18.75	29	30.52	09	11.67	24	25.0	23	24.21
3.	TLM preparation and usage	06	6.25	-	-	-	-	12	12.50	-	-
4.	Co-scholastic areas	19	19.79	-	-	18	22.87	-	-	-	-
5.	New changes and modern technology, for quality improvement	14	14.58	17	17.89	13	16.92	35	36.45	27	28.42
6.	Use of New Methodology	06	6.25	24	25.26	-	-	-	-	-	-
7.	Improving Quality of Education	24	25.0	-	-	-	-	-	-	15	15.78
8.	Laboratory use and science practicals	05	5.20	-	-	22	28.11	-	-	-	-
9.	School management and administration	-	-	28	29.47	10	12.86	-	-	19	20.0
10.	New education system & syllabus	-	-	24	25.26	-	-	-	-	36	37.89
11.	Any other	-	-	09	9.47	-	-	-	-	29	30.52
12.	No Response	27	28.12	-	-	29	36.12	12	12.50	-	-

Note: Percentages do not total to 100% as more than one response was given by some teachers

Another area, which 25.26% teachers from Vishakhapatnam and 37.89% from Jaintia Hills, highlighted was that of gaining more information about the new education system, syllabus and methodology. When questioned as to what this encompassed, some teachers referred to *'information about new schemes and programmes'*, *'different strategies and techniques for effective teaching-learning'* and *'alternative systems of education such as the EGS and AIE'* amongst other aspects. Teachers from Jaintia Hills wanted information on the *'new syllabus and curriculum'* and *'innovative child centered teaching methods'* that they had heard about being used in other parts of the country, especially under the DPEP. Finally, school management and administration as a future area of training was highlighted by 29.47% headmasters in Vishakhapatnam, 12.86% in Gaya and 20.0% in Jaintia Hills.

6.1 Subject Specific Training Requirements

Subject specific training was identified as the most important training area by a minimum of 50% teachers from Osmanabad to a maximum of 80% in Jaintia Hills as is given in Table 15.

Teachers across all five districts carefully detailed out the exact inputs they desired when they referred to the generic term *'subject specific'* training. Out of all the subjects being taught at the upper primary level across the sampled districts, training in Science emerged as the top priority for 51.57% teachers in Vishakhapatnam, 44.30% in Gaya and 40.62% in Alwar. However, in Osmanabad and Jaintia Hills, English was given more emphasis as the future priority subject area where training was needed. Probably, this requirement was felt so strongly by teachers in Osmanabad due to the recent introduction of English as a compulsory subject in all schools from class I itself.

6.1.1 Science

In Science, teachers further elaborated that they wanted trainers to focus on aspects such as use of laboratory, practical work/demonstrating experiments to children, clarifying and explaining difficult concepts and TLM preparation as a means of teaching the subject more effectively. Teachers from Osmanabad, shared their reluctance to teach the subject with the research team, since they were *'not at all comfortable'* teaching Science to the upper primary classes as it was felt to be quite difficult. In depth discussion across districts revealed that this was the result of teachers' lack of concept clarity, not knowing how to use various science models, lack of any science apparatus and/or laboratory facilities. As one teacher remarked very emphatically - *"practical work is very important in Science but we are not able to demonstrate to children, since no training has been given to us, nor do we have aids/equipment to do so. In fact, since we do not have aids or equipment we need training all the more"*.

6.1.2 English

In this subject area, a number of aspects that were specifically highlighted by teachers across all five districts were - methodology to be used in curriculum transaction, knowledge about grammar and its proper usage, preparation and use of teaching-learning aids, content upgradation and correct pronunciation. Teachers from Vishakhapatnam, especially expressed a strong need to be taught *"how to speak and pronounce English words correctly"* as well as *"read the text the way it should be read"*. This they explained was very crucial so that *'children could get better jobs later on in life'*. For this to happen, children had to be proficient in English as a means of communication. This viewpoint was also shared by a few teachers from Alwar

6.1.3 Mathematics

A little more than 30% teachers in Osmanabad, Gaya and Alwar, 47.36% in Vishakhapatnam and 17.89% from Jaintia Hills expressed a desire to be trained in the teaching of Mathematics. Quite a few teachers in all the districts wanted to be apprised about using innovative and interesting methods while teaching, since children found this subject difficult and boring to study.

Table 15 : Subject Specific Training Requirements of Upper Primary Teachers

S. No.	Subjects/Type	States / Districts									
		Maharashtra (Osmanabad)		Andhra Pradesh (Vishakhapatnam)		Bihar (Gaya)		Rajasthan (Alwar)		Meghalaya (Jaintia Hills)	
		N (96)	%	N (95)	%	N (79)	%	N (96)	%	N (95)	%
1.	Science • Laboratory use • Concepts • Practical work • TLM preparation and demonstration	42 09 11 19 14	43.75	48 24 17 21 11	51.57	35 08 08 18 -	44.30	39 12 11 24 -	40.62	25 10 10 08 -	26.31
2.	Mathematics • Methods (Innovative) • Use of TLM • Geometry/*algebra • Difficult units • Lesson planning	34 09 02 21 10 -	35.41	45 15 05 14+*5 - -	47.36	26 13 02 - - 17	32.91	33 14 14 04 - -	34.37	17 12 - - - -	17.89
3.	English • Teaching methods • Grammar and its usage • Preparation and use of aids • Knowledge • Pronunciation/spoken	51 07 06 10 09 21	53.12	41 11 15 - - *16	43.15	15 - 06 02 01 -	18.98	38 12 11 02 09 06	39.58	33 08 18 - 10 -	34.73
4.	Hindi • Difficult units • New teaching methods • Grammar • Pronunciation • Preparation of TLM/aids	11 - 03 02 05 05	11.45	11 - 04 05 06 -	11.57	18 04 02 06 - -	22.78	27 - 14 10 - 05	28.12	11 - 09 01 01 -	11.57
5.	Social Studies • Concepts • New teaching methods • Geography • Practical work • Use of TLM	08 03 04 02 02 -	8.33	21 - 01 07 - -	22.10	11 - 01 02 - -	13.92	12 05 07 - - 08	12.50	15 04 11 04 02 -	15.78
6.	Mother Tongue /*Sanskrit Urdu Agriculture	07	7.29	10	10.52	*09	11.39	-	-	09	9.47
7.	Co-scholastic Areas	03	3.12	-	-	-	-	-	-	09	9.47
8.	No training required	-	-	-	-	-	-	-	-	08	8.42

Note: Percentages do not total to 100% as more than one response was given by some teachers

In addition, the use of TLM, understanding concepts in geometry and algebra were other aspects in which teachers needed inputs. Ten teachers in Osmanabad specifically mentioned that trainers should focus on *"dealing with difficult units", "hard spots"* and *"specific sums/examples"*, whereas 17 teachers in Gaya emphasized the need for help in lesson planning. Fewer teachers highlighted the need for training in other subjects such as Hindi, Social Studies, Mother tongue and Co-scholastic areas (music, art, craft, physical education/sports).

To further strengthen subject specific training inputs, teachers in Gaya categorically stated that subject specific training *"should not be a one time input"* but that a number of sessions need to be spread out over the whole year for 2-3 days at a time. In between it was suggested that teachers could try out and practice whatever inputs had been imparted. Besides this, problems could also be resolved in the training sessions to follow, or when trainers visited schools.

To facilitate follow-up in schools teachers also suggested that trainings could be conducted at the cluster centre. A similar idea was proposed by some teachers from Vishakhapatnam in that *"training should be spread out over the next two-three years"* along with *"MRPs monitoring and providing a continuous feedback for improvement"*. In Osmanabad, teachers felt that *"practical on the job and field based classroom teaching needed to be a part and parcel of all training especially those that are subject specific"*.

Training in puts in specific subjects was the top priority area which emerged across all districts. In addition, preparation of relevant TLM and its usage, use of new methods and computers was emphasized . Training should not be a one - time in put and provide practical exposure and follow-up were suggested.

7. Major Problems Faced by Teachers

Practically all the upper primary teachers selected in the sample with the exception of 21 from Jaintia Hills, expressed difficulties in their present job/work situation with particular reference to subject teaching, due to a number of factors as given in Table 16.

Near total absence of infrastructural facilities at the upper primary level was felt to be a major hindrance by a larger number of teachers from Gaya (77.21%), Alwar (62.50%) and Jaintia Hills (52.63%), as compared to the DPEP Phase I and II districts of Osmanabad and Vishakhapatnam. This is corroborated by the research teams' observation as to the near total lack of facilities in upper primary schools-classes seen during the school visits in different districts.

A similar picture emerges with reference to another factor perceived as extremely necessary by teachers for effective upper primary teaching i.e. teaching-learning material. A maximum number of 75.94% teachers from Gaya, to a minimum of 28.21% in Osmanabad, complained that lack of TLM *'hindered the overall quality of teaching - learning', 'made explanation of concepts more difficult',* and *'made lessons uninteresting for children'*. Teachers in Alwar, specified that they had *'no laboratory facilities, science equipment/apparatus, models, charts, books and sports material'*, all inputs felt to be necessary for imparting quality education.

To make matters worse 22.78% teachers in Gaya and double the number in Alwar were quite frustrated with the burden of non-academic work assigned to them from time to time by the higher authorities. Other factors such as non co-operation of community - parents, irregularity of students, lack of training, funds and regular guidance by BRC/CRC were mentioned by teachers as problems in only one or two districts in the total sample.

Table 16 : Major Problems faced by Teachers

S. No.	Problems	States / Districts									
		Maharashtra (Osmanabad)		Andhra Pradesh (Vishakhapatnam)		Bihar (Gaya)		Rajasthan (Alwar)		Meghalaya (Jaintia Hills)	
		N (98)	%	N(85)	%	N (79)	%	N (96)	%	N (95)	%
1.	Lack of Infrastructural Facilities	24	25.0	35	36.84	61	77.21	60	62.50	50	52.63
2.	Lack of Subject Teachers	16	16.66	50	52.63	42	53.16	33	34.37	-	-
3.	Lack of TLM/equipment	27	28.12	51	53.68	60	76.94	61	63.54	44	46.31
4.	Burden of non teaching duties	-	-	-	-	18	22.78	45	46.87	-	-
5.	Non co-operation of community - parents	08	8.33	-	-	-	-	23	23.95	22	23.15
6.	Irregularity of Students	19	19.78	-	-	11	13.92	27	28.12	-	-
7.	Compulsory to teach all subjects	-	-	-	-	-	-	12	12.50	-	-
8.	Lack of Training	16	16.66	-	-	-	-	-	-	16	16.84
9.	Lack of Funds	28	29.16	21	22.10	-	-	-	-	-	-
10.	Lack of regular guidance by BRC/CRC	-	-	-	-	45	56.96	-	-	-	-
11.	Insufficient number of teachers	-	-	50	52.63	-	-	-	-	-	-
12.	Insufficient guidance to teachers	-	-	-	-	-	-	-	-	34	35.78
13.	Lack of textbooks and uniforms	-	-	-	-	-	-	-	-	26	27.36
14.	No Problems	13	13.54	-	-	-	-	-	-	19	20.0

Note: Percentages do not total to 100% as more than one response was given by some teachers

Teachers perceived that most of the above mentioned problems could be resolved/handled to a large extent by district level functionaries, working in the three major institutions namely District Project Office (DPO), District Education Office (DEO) and District Institute of Education and Training (DIET), located in the respective district headquarters. Teachers perceived that the staff in these three offices in collaboration with block authorities could ensure that basic facilities, staff and TLM be provided to schools. This perception was based on what upper primary teachers had seen was being done to improve schooling at the primary level under the DPEP.

8. Expected Support from District Level Institutions

All the teachers in the four DPEP districts strongly believed that the district level institutions had a definite role to play in helping them and the block/cluster staff to achieve enrolment, retention and quality improvement in their schools at both the primary and upper primary levels of education. At the outset, itself they categorically stated that the two out of the three major district level institutions namely the District Project Office (DPO) and District Education Office (DEO) had contributed quite a lot under DPEP, as compared to the District Institution of Education and Training (DIET) for education at the primary level. The type of support expected by teachers from these three institutions in the future is highlighted in Table 17.

8.1 District Project Office (DPO)

The major role of the DPO as visualised by more than 40% teachers in Osmanabad to 70.88% in Gaya as that of a '*planner*', '*organisor*' and '*provider of infrastructural facilities*', probably since the lack of the same was felt by teachers in upper primary classes. An equally important role was that of the DPO recruiting and appointing more teaching and non-teaching staff, as was pointed out by a minimum of 20% teachers in Jaintia Hills to a maximum of 43.15% in Vishakapatnam.

Planning for proper supervision, monitoring and feedback was emphasized by teachers in all the sampled districts with the exception of teachers from Gaya district. This was felt to be particularly crucial input by teachers in Osmanabad and Jaintia Hills, who felt that a need based planning exercise based on the household survey under the SSA would go a long way in achieving quality improvement in schools.

In addition, to these three major functions the DPO's role was considered important in facilitating the timely supply of textbooks and uniforms for all students and in particular the poor and needy in disadvantaged communities, which was focussed upon by 28.12% teachers in Osmanabad and 16.84% in Jaintia Hills. 35.41% teachers from Alwar, specifically felt that the DPO staff should organize trainings for block and cluster staff and teachers in view of the SSA focussing on quality improvement at the '*more difficult to handle upper primary level*'

Few teachers (22.78%) from Gaya, drew attention to the DPO's role in reducing the existing non academic work which would help to facilitate their own role in SSA, whereas 17.72% expected the DPO staff to visit their schools to find out teachers' and communities' problems. The latter activity was also emphasized as necessary by 21.05% teachers from Jaintia Hills.

Table 17: Support Expected from District Level Institutions

S. No.	District Level Institutions/ Type of Support	States / Districts									
		Maharashtra (Osmanabad)		Andhra Pradesh (Vishakhapatnam)		Bihar (Gaya)		Rajasthan (Alwar)		Meghalaya (Jaintia Hills)	
		N (96)	%	N (95)	%	N (79)	%	N (96)	%	N (95)	%
I.	District Project Office										
	• Plan and execute provision of Infrastructural facilities	39	40.82	58	62.10	56	70.88	53	55.20	52	54.73
	• Plan for proper supervision monitoring and feedback	44	45.83	15	15.78	-	-	18	18.68	55	57.89
	• Organise timely supply of textbooks uniforms for students	27	28.12	-	-	-	-	-	-	16	16.84
	• Provide more teaching and non teaching staff	22	22.91	41	43.15	30	37.87	09	9.37	19	20.0
	• Provide Information on new govt. policies & programmes	-	-	-	-	-	-	14	14.58	-	-
	• Organize training for block-cluster staff and teachers	-	-	-	-	-	-	34	35.41	-	-
	• Visit schools to find out teachers-communities problems	-	-	-	-	14	17.72	-	-	20	21.05
	• Reduce non academic work	-	-	-	-	18	22.78	-	-	-	-
	• No response	-	-	-	-	-	-	-	-	21	22.10
II.	DIET										
	• Organize need based training in specific subject areas	90	93.75	86	90.52	45	56.98	94	97.91	89	93.68
	• Monitor and evaluate training inputs in schools	38	39.58	-	-	15	18.98	34	35.41	-	-
	• Organise training for block and cluster staff	17	17.70	-	-	-	-	-	-	-	-
	• Provide guidance in preparation & use of TLM	-	-	12	12.63	20	25.31	-	-	23	24.21
	• Classroom guidance	-	-	16	16.84	-	-	-	-	-	-
III.	District Education Office										
	• Visit schools atleast once a year	28	29.16	28	29.47	21	26.58	18	18.75	20	21.05
	• Plan and provide more TLM for upper primary	50	52.08	27	-	27	34.17	23	23.95	22	23.16
	• Facilitate the appointment of more subject teachers	60	62.50	55	57.89	33	41.77	39	40.82	-	-
	• Provide more Infrastructural facilities	-	-	41	43.15	27	34.17	15	15.62	-	-
	• Provide funds for organizing activities / facilities	-	-	20	21.05	-	-	-	-	52	54.73
	• Organize training and supervision of Block and Cluster staff	31	32.29	16	16.84	-	-	22	22.91	-	-
	• Organise training for teachers	-	-	-	-	-	-	-	-	17	17.89
	• No Response	-	-	-	-	-	-	-	-	09	9.47

Note: Percentages do not total to 100% as more than one response was given by some teachers

8.2 District Institute of Education and Training

More than 90% teachers across all the districts except for 56.96% from Gaya categorically stated that the DIET should organise regular need based training in specific subject areas for upper primary teachers. Training inputs would help in content upgradation, updating knowledge and lead to clarity of concepts. All these areas had been identified earlier on by upper primary teachers as future requirements for training. In addition, 17.70% teachers from Osmanabad also felt that the DIET should conduct trainings for block and cluster staff as a means of capacity building and preparing them as resource persons for catering to the training needs of upper primary teachers.

On probing, quite a few teachers particularly in Osmanabad, Alwar and Jaintia Hills revealed that the relatively non-functional role of the DIET should be made fully functional and active. Besides the role of a trainer, 39.58% teachers in Osmanabad, 35.41% in Alwar and 18.98% in Gaya expected the DIET staff to monitor and evaluate training inputs in schools as a follow-up activity, once training inputs had been imparted.

A few teachers from Vishakhapatnam, Gaya and Jaintia Hills specifically mentioned that the DIET could also provide special guidance in the preparation and use of TLM. This was perceived as a much needed input at the upper primary level since it directly affected the quality of curriculum transaction and teaching-learning.

Finally, some teachers (16.84%) in Vishakhapatnam also felt that in addition to the Mandal Resource Persons and SCRPs/TCSs providing classroom guidance, the DIET staff could also provide useful resource support in classrooms.

8.3 District Education Office (DEO)

The role of the DEO and associated staff, as visualised by most of the teachers in all five districts was basically related to planning, supervising and providing funds, facilities, staff and TLM to schools as it presented in Table 17. To perform these functions 18% to 29% teachers in the sampled districts felt that the staff from the DEO needed to visit the schools at least once a year. Teachers in Alwar specifically highlighted that these school visits would help to identify specific inputs required at the upper primary level for each individual school as well as prioritize the supply of basic essential facilities. The focus on provision of TLM was emphasized by more teachers (52.08%) in Osmanabad and 34.17 in Gaya as compared to the other three districts.

The DEO facilitating the selection, appointment and posting subject teachers appears to be a major concern for more than 40% teachers in all districts except Jaintia Hills. As some teachers pointed out the DEO is the '*final authority*' to ensure that schools have a sufficient number of subject teachers.

Another area that was focussed upon by 32.29% teachers in Osmanabad, 22.91% in Alwar and 16.84% in Vishakhapatnam, was the need for the DEO to plan and organise trainings for BRC and CRC staff and also supervise their activities at the school level. Teachers explained that this kind of intervention was required since many of the SDFs did not have relevant experience or exposure to the needs and requirements of teachers teaching at the upper primary level. 17.89% teachers from Jaintia Hills felt that the DEO should focus on providing them training.

Finally, a number of teachers particularly in the DPEP Phase I and II districts of Osmanabad and Vishakhapatnam emphasized the need for all three district level institutions to move together in total co-ordination for SSA to be as success. Teachers in Jaintia Hills were not clear about the difference between the DPO and DEO, probably this could be the reason for nearly thirty teachers not pointing out the kind of support they expected in the future from these two institutions.

The role of all three district level institutions was unanimously acknowledged as crucial in achieving the goals of SSA. The DPO's role is visualized as that of a planner, provider and organisor. To a large extent, similar roles are expected to be performed by the DEO. The relatively non-functional role of the DIET needs to be made fully operational it should become a pro-active institution. Major roles envisaged for this institution were those of a 'trainer', 'monitor' and 'evaluator' and in Vishakhapatnam as a 'provider of classroom guidance'.

SECTION - B

SUB-DISTRICT FUNCTIONARIES

In this section, a district-wise analysis of the data collected through individual interviews with sub-district functionaries (SDFs) across the five selected districts is presented. A detailed district-wise presentation is felt to be necessary, since the number of SDFs were comparatively less in number as compared to the sample of upper primary teachers in the earlier section. Such a presentation would provide a better insight into the perceptions and views of SDFs on various aspects of the study.

1. Profile of Block/Mandal and Cluster/School Complex Resource Centres and Staff

A brief profile of the Block/Mandal and Cluster/School Complex Resource Centres and staff in the selected sample is being provided, in order to present a backdrop against which the sub-district functionaries perceptions, views and work being undertaken will be analysed.

1.1 Block/Mandal Resource Centres

The sample comprised a total number of six block and seven mandal resource centres, two each from Osmanabad, Gaya and Alwar and seven from Vishakhapatnam districts respectively. Out of the seven mandals in Vishakhapatnam, three were non-tribal and four were tribal mandals. In the tribal mandals, there were no Mandal Resource Centres but School Complexes instead. Jaintia Hills is not represented in Table 18, since at the time of data collection there were no resource centres established either at the block or cluster levels as it was a Non-DPEP district and the SSA programme had just been initiated at the time of the study visit.

1.1.1 Coverage of Clusters and Schools

The total number of clusters covered by Block Resource Centres (BRCs) and Mandal Resource Centres (MRCs) varied from a low of three in Gajuwaka mandal to a high of 13 in Tikari and Imamganj BRCs, in Gaya district. A wide variation was also observed in the number of schools under the jurisdiction of one BRC or MRC. The Paderu MRC had the least number of schools (23) as compared to the fairly large number of 242 and 225 in Imamganj and Umrein Blocks. Looking at the huge number of schools to be visited and guidance to be provided in terms of organizing activities, monitoring and evaluation the task appears to be stupendous as was also felt to be by the respective co-ordinators.

Despite the tribal mandals having a much lesser number of schools, i.e., 32-33, each of the MRPs highlighted the difficulty in covering distances between the schools within the time allocated due to the hilly terrain. The table also indicates that the more remotely situated blocks of Imamganj and Thanagaji covered quite a large number of schools than the more easily accessible blocks of Tikari and Umrein in Gaya and Alwar districts respectively.

1.1.2 Location and Basic Facilities

The Block/Mandal Resource Centres had generally been established according to the year the DPEP was launched in the concerned district, with the oldest BRC being in the DPEP Phase I district of Osmanabad. Not all the BRCs had a separate building or premises as was seen during the field visits by the research team and also reported by staff in Bhoom and Kallamb blocks of Osmanabad district and Umrein and Thanagaji blocks in Alwar district as also in the tribal mandal of Domriguda in Vishakhapatnam district.

In the DPEP Phase I and IV blocks, the BRC Co-ordinators shared a fairly small office with the concerned Block Education Officer. Reportedly, lack of a separate building hindered provision of training in these blocks/mandals. Whenever trainings were conducted other buildings were used. Another variable that facilitates the conduct of longer duration trainings is availability of residential facilities. This facility, however, was only available in three of the tribal mandals where school complexes were located in fairly large Ashramshalas, as also in Tikari and Imamganj blocks in Gaya district where well-designed BRCs had been constructed under DPEP. In Gaya, the buildings were well-maintained and equipped as was reported by both the SDFs and the research team.

Practically all the BRCs/Mandal Centres had a few library books for the primary level. All the co-ordinators expressed the need for the provision of a library and laboratory on a priority basis for the upper primary in view of the focus on quality improvement at the upper primary under SSA. In addition, TLM specifically meant for promoting curriculum transaction at the upper primary was also not available in any of the centres, and this component too was felt to be necessary by one and all. A special mention was made with reference to science equipment in the form of models, kits, charts, etc.

1.1.3 Staffing and Nature of Appointment

All the block/mandal and school complex persons were full time resource support staff. However, hardly any of the centres had any administrative support staff/clerks or peons to help in daily routine activities of a non-academic nature. A detailed profile of the block functionaries in the sample across selected districts is given in Table 19.

All the functionaries were male except for one of the Deputy Inspector of Schools, from Jaintia Hills. Most of them were graduates having a pre-service qualification of either a Diploma or Degree in Education. The MRPs from the tribal mandals were post-graduates as were also the BRCCs from Umrein and Thanagaji blocks. The least qualified were the Kallamb BEO and BRCCs. In view of the need to cater to upper primary requirements, this particular dimension requires careful review and analysis especially if teachers' difficulties are to be resolved adequately through the academic guidance of existing block level staff.

Table 18 - A Consolidated Profile of Selected Block/Mandal Resource Centres

District/Block	Total No of Clusters/TCSs/School Complexes	Year of Establishment	No. of Schools Covered	No. of Staff At Block Level	Full time Part time	Separate Premises		Res. Facility		Laboratory		Type of Equipment Available					Type of Equipment Required			
						Y	N	Y	N	Y	N	1	2	3	4	5	1	2	3	4
1. Osmanabad																				
• *Bhoom	10	1994	114	2(BEO and BRCC)	F															
• *Kallamb	12	1994	99	(3BEO and 2 BRCCs)	F															
2. Vishakhapatnam Non Tribal																				
• Muragapaka	5	2001	47	4	F															
• Gajuwaka	3	2002	47	3	F															
• Anakapalle (Urban & Rural)	9(4+5)	2000	67+66	3+4	F															
Tribal																				
• **Paderu	No MRC	1997	23	2(MEO, MRP)	F															
• **Aaraku Valley	No MRC	1996	32	1MRP	F															
• **Hukumpeta	No MRC	1997	32	2(MRP, MEO)	F															
• **Donguda	No MRC	1996	33	1(MOP)	F															
3. Gaya																				
• Tikan	13	1998	192	4(BRCC/2BEO 3TOTs)	F															
• Imanganj	13	2000	242	4(BRCC/2BEO 3TOTs)	F															
4. Alwar																				
• Umrein	10	2000	225	2(BEO, BRCC)	F															
• Thanagaji	10	2000	169	2(BEO, BRCC)	F															

Note: At the time of study Jaintia Hills district did not have any Block Resource Centres as it was a Non DPEP district.

Available: (1) O.H.P., Photocopy Machine (2) T.V., VCR, Radio (3) Loud Speaker, Camera (4) Furniture's (5) TLM for primary
Required: (1) TLM for U.P., Books (2) T.V., VCR, Two-in-one, Radio, Computer (3) Furniture's, (4) Laboratory.

* No Block Resource Centre only Block Education Office.

© Separate Mandal Education Office and Resource Centre.

** In all Mandals the School Complex Centre is ~~as a~~ ~~also~~ ~~functioned~~ as the Mandal Resource Centre.

Table 19: Profile of Block Functionaries

District/Block	Sex	Qualification	Pre-Service Education	No. of years of service at the BRC	Training for Upper Primary
I. OSMANABAD					
BHOOM					
BEO	Male	B.A.	B.Ed.	N A	X
BRCC	Male	B.A.	B.Ed.	6	X
KALLAMB					
BEO	Male	S.S.C	D Ed.	N A.	X
BRCC	Male	S S.C.	D Ed.	5	X
BRCC	Male	S S.C.	D.Ed.	2	X
II. VISHAKHAPATNAM					
MUNAGAPAKA					
MEO	Male	B.Com.	B.Ed.	N A. (1)	X
MRP	Male	B.A.	B Ed	2	X
ANAKAPALLI					
MEO	Male	B Sc.	B Ed	N.A. (3)	X
MPR-1	Male	S S.C.E.	TSLC	4	X
MRP-2	Male	B.Com.	B Ed	4	X
GAJUWAKA					
MEO	Male	M.Sc	B.Ed.	N A. (2)	
MRP	Male	B.Sc	B.Ed.	1	
TRIBAL					
Paderu MEO	Male	B A	B Ed	N.A. (1)	X
Hukumpeta MEO	Male	M.A.	B.Ed	N A (4)	X
Paderu MRP-1	Male	M.A	B.Ed.	4	X
Paderu MRP-2	Male	B.A.	B Ed.	2	X
Arakuvalley MRP-1	Male	M A.	B Ed.	1	X
Arakuvalley MRP-2	Male	M A.	B.Ed.	4	X
Hukumpeta MRP-1	Male	M A	B.Ed.	2	X
Domrlguda MRP	Male	B.A	B.Ed.	4	X
III. GAYA					
TIKARI					
BEO-BRC	Male	B.A	Basic	4	X
TOT	Male	B.A.	B.Ed.	1 1/2	X
TOT-2	Male	B.A	B.Ed.	5	X
TOT-3	Male	B.A.	B.Ed.	5	X
IMAMGANJ					
BEO-BRC	Male	S.S.C.	Basic	2	X
TOT	Male	B.A.	B Ed.	4	X
TOT-2	Male	B.A.	B.Ed.	5	X
TOT-3	Male	B.A	B.Ed.	4	X
IV. ALWAR					
UMREIN					
BEO	Male	B.A.	B.Ed	N.A.	X
BRCC	Male	M.Sc.	B.Ed.	2	X
THANAGAJI					
BEO	Male	B.A.	B Ed.	N A	X
BRCC	Male	M.A.	B.Ed.	1 1/2	X
V. NON-DPEP JAINTAI HILLS					
Thadlaskeln and Laskein					
Deputy Inspector	Female	-	-	Feb 2002	X
Amalarem					
Deputy Inspector	Male	-	-	Feb 2002	X
District Mission					
Co-ordinator SSA					

* MRPs and TCSSs

1.2 Cluster Resource Centres/TCSs/School Complexes

A consolidated profile of the selected clusters in the sample is presented in Table 20. The sample comprised a total number of 62 Cluster/TCSs/School Complexes, ranging from a minimum of two in Gajuwaka mandal to a maximum of eight in the two blocks selected from Gaya district and Kallamb in Osmanabad district. The average number of schools covered by different cluster resource centres or their equivalent structures varied considerably with each of the CRCs in Gaya and Alwar Districts covering a sizeable number of schools (15-19). There were no clusters created in Jaintia Hills district.

1.2.1 Location and Basic Facilities

It is interesting to note that despite the key role envisaged for CRCs, not all the centres were located in separate buildings or premises, especially in the DPEP Phase I and II districts of Osmanabad and Vishakhapatnam. In the former district, practically all the CRCs were located in one room, a part of a bigger and fairly well-equipped primary or upper primary school. Whereas in the case of the latter, the Teacher Centres did not have any place at all. In Vishakhapatnam district, it was only in the selected tribal mandals that the school complexes were located in residential tribal ashramshalas which were large well-equipped buildings. In Gaya and Alwar districts all the centres had new buildings constructed under the DPEP. However, residential facilities were available only in the tribal school complexes and Tikari and Imamganj centres.

A number of co-ordinators during the interviews expressed the need for separate buildings and more infrastructural facilities. A major reason given for this was that most of them perceived that with the inclusion of upper primary under SSA organizing short duration trainings may become a requirement of the future. This would definitely call for more space and better facilities. In view of the inclusion of upper primary under SSA, it was observed that none of the CRCs had a well-stocked library or a laboratory for catering to the academic needs of upper primary teachers. This facility too was emphasized as crucial by each co-ordinator in the sample.

Out of all the centres, the best equipped were those in Osmanabad where OHPs, TVs, VCRs and/or loudspeakers were available and quite well-maintained as was furniture, as observed by the research team during their visits. In all the other centres, TLM for the primary was available largely in the form of charts, some models and low cost teaching aids that had been prepared by primary teachers during their trainings/interactions. A lot of textbooks were also stocked in quite a few centres across districts. Most of the CRC co-ordinators highlighted the need for the State/district to provide appropriate and adequate TLM for teaching different subjects at the upper primary level. A special mention was also made by most of the CRCCs with regard to the supply of computers (atleast one) and video and audio cassettes that would facilitate provision of academic guidance to upper primary teachers. This medium was felt to be one way in compensating for their lack of knowledge and expertise about subjects taught at the upper primary level.

Table 20: A Profile of Selected Clusters/Teacher Centres/School Complexes

Name of the District/ Block-Mandals	Total No. of TCSs/SCPs	Average No. of schools covered by one cluster	Average no. of staff per Cluster/TCS/ SCRP	No. of years Operational	Separate building		Residential Facility		Library for Upper Primary		Type of equipment Available					Type of Equipment required					Laboratory for Upper primary	
					Yes	No	Yes	No	Yes	No	1	2	3	4	5	1	2	3	4	5	Yes	No
1 Osmanabad Bhoom	7	12	1	All for seven yrs except one for 1 yr	-	7	-	7	-	7	3	3	7	5	7	7	5	7	-	-	-	7
Kallamb	8	12	1	All for seven yrs except one for 2 months	1	7	-	8	-	8	2	4	8	3	8	8	6	8	-	-	-	8
2. Vishakhapatnam																						
Gajuwaka	2	10	2	4 years	-	2	-	2	-	2	-	-	-	-	2	2	2	1	-	-	-	2
Munagapaka	5	9.6	Each TCS has two except one	3.2 years	-	5	-	5	-	5	-	-	-	-	5	5	4	4	-	-	-	5
Anakapalle	5	15.4	Each TCS has two except one	4 years	-	5	-	5	3	2	-	-	-	-	5	5	5	5	-	-	-	5
Tribal Mandals (4)	6	30	Each TCS has two except one	-	5	1	5	1	-	6	-	-	-	-	6	6	6	6	-	-	-	6
3. Gaya																						
Tikari	8	15	One in 6 clusters	4 years	8	-	8	-	-	8	-	-	-	1	8	8	6	3	-	-	-	8
Imanganj	8	18	Two in two clusters Two in 6 clusters One in two clusters	4 years	8	-	8	-	-	8	-	-	-	-	8	8	8	6	-	-	-	8
4. Alwar																						
Umren	6	17	1	2 years	6	-	-	6	-	6	-	-	-	-	6	6	5	3	-	-	-	6
Thanagaji	7	19	1	2 years	7	-	-	7	-	7	-	-	-	-	7	7	7	2	-	-	-	7

Note: Jaintia Hills not represented since clusters had not been constituted at the time of the study
Type of Equipment available (1) O.H.P., Photocopy Machine (2) T.V., V.C.R. Radio (3) Loudspeaker, Camera (4) Furniture's (5) TLM for Primary
Type of Equipment required (1) TLM for U.P., Books (2) T.V., VCR, Two in One Radio, Computer (3) Furniture

Table 21: Profile of Cluster Functionaries

Name of the CRC	Full-time/ Part-time	Qualification	Pre-Service	Experience	Training for Upper Primary
<u>BLOCK - BHOOM</u>					
1. Saramkundi	Full-time	B.A.	B Ed	7	X
2. Ieet	Full-time	B.A.	B.Ed.	7	X
3. Pathrud	Full-time	B.A.	B.Ed.	7	X
4. Pargaun	Full-time	M A	B Ed.	7	X
5. Bhoom	Full-time	B A.	B.Ed.	4	X
6. Sukota	Full-time	B.A	B.Ed.	1.4	X
7. Washi	Full-time	B.A.	B Ed.	7	X
<u>BLOCK - KALLAMB</u>					
1. Andora	Full-time	B.A	B Ed.	7	X
2. Itkur	Full-time	B.A.	B Ed.	2	X
3. Lohata-East	Full-time	B.A.	B Ed.	7	X
4. Shiradhone	Full-time	B.A	B.Ed.	7	X
5. Padull	Full-time	B A	B Ed.	7	X
6. Moha	Full-time	B.A.	B Ed.	7	X
7. Gobindpur	Full-time	B A	B Ed.	7	X
8. Yermala	Full-time	B.A.	B.Ed.	4.5	X
<u>MANDAL - MUNAGAPAKA</u>					
1. Vadrapalli	Part-time	B.Sc	B.Ed.	3 months	X
2. Thoada	Part-time	B.A	B.Ed.	3 years	X
3. Nagulapalli	Part-time	H.S.C.	T.T.C.	8 months	X
4. Chuchukunda	Part-time	B.Sc.	B Ed	1 year	X
5. Munagapaka	Part-time	H.S C	T.T C.	3 years	X
<u>MANDAL - ANAKAPALLI</u>					
1. Woodpeta	Part-time	B.Sc.	B.Ed.	4 yrs.	X
2. P.A. U.P. Anakapalli	Part-time	B A	B.Ed.	9 months	X
3. Mutrasl Colony	Part-time	B.Com.	B Ed.	8 months	X
4. Agraham	Part-time	M.A.	B Ed.	16 yrs	X
5. Sirsapalli	Part-time	B.Sc.	B Ed.	2 yrs.	X
<u>MANDAL - GAJUWAKA</u>					
1. Akkereddepalem	Part-time	H.S.C	T.T.C.	4 yrs.	X
2. Vadlapudi	Part-time	M.A.	B.Ed	2 yrs.	X
<u>MANDAL (TRIBAL)</u>					
1. C A H S., Paderu	Part-time	B A	B Ed.	4 yrs.	X
2. T.M.A.G H S , Paderu	Part-time	B A	B Ed.	2 yrs	X
3. Kathabhalluguda, Arraku Valley	Part-time	M.A.	B Ed.	1 yrs	X
4. C A H.S , Arakuvalley	Part-time	M.A.	B.Ed.	3 yrs.	X
5. Govt High School, Hukumpeta	Part-time	B.Sc.	B Ed.	3 yrs.	X
6. Govt. High School, Dumbriguda	Part-time	B.A.	B.Ed.	4 yrs	X
<u>BLOCK - TIKARI</u>					
1. Chenpura	Part-time	H.S.C.	Basic Training	5 yrs.	X
2. Tikari	Part-time	H.S.C.	Basic Training	3 yrs.	X
3. Bhawanpur	Part-time	M.A.	Basic Training	1 yrs.	X
4. Bhorl	Part-time	H.S.C	Basic Training	4 yrs	X
5. Kamalpur	Part-time	M.A.	B Ed.	3 yrs.	X
6. Mau	Part-time	H.S.C.	Basic Training	5 yrs.	X
7. Dehura	Part-time	B.A.	Basic Training	2 yrs	X
8. Makdampur	Part-time	B.A.	Basic Training	5 yrs.	X

BLOCK - IMAMGANJ					
1. Parariya	Part-time	B.A.	Basic Training	5 yrs.	X
2. Raniganj	Part-time	M.A.	Basic Training	4 yrs.	X
3. Guna	Part-time	B.Sc.	Basic Training	1 yrs.	X
4. Bhaluhar	Part-time	M.A.	B.Ed.	3 yrs.	X
5. Bilkopur	Part-time	H.S.C.	Basic Training	4 yrs.	X
6. Imamganj	Part-time	M.A.	B.Ed.	3 yrs.	X
7. Pipra	Part-time	H.S.C.	Basic Training	4 yrs.	X
8. Tilaiya	Part-time	B.Sc.	Basic Training	5 yrs	X
BLOCK - UMREIN					
1. Mundla	Full-time	H.S.C.	S.T.C.	2 yrs	X
2. Kalsada	Full-time	H.S.C.	S.T.C.	2 yrs.	X
3. Palpur	Full-time	M.A.	B.Ed.	4 months	X
4. Badh Bhandi	Full-time	B.Sc.	B.Ed.	2 yrs	X
5. Itama	Full-time	M.A.	B.Ed.	2 yrs.	X
6. Akbarpur	Full-time	B.A.	B.Ed.	2 yrs.	X
BLOCK - THANAGAJI					
1. Gadbasal	Full-time	B.A.	B.Ed.	2 yrs.	X
2. Basajogyan	Full-time	B.A.	B.Ed.	2 yrs.	X
3. Afabgarh	Full-time	M.A.	B.Ed.	2 yrs	X
4. Ajabpura	Full-time	B.Sc.	B.Ed.	2 yrs	X
5. Mandri	Full-time	M.A.	B.Ed.	3 yrs.	X
6. Churani	Full-time	M.A.	B.Ed.	3 yrs	X
7. Bamanwas	Full-time	M.A.	B.Ed.	2 yrs.	X
8. Basbairisal	Full-time	M.A.	B.Ed.	2 yrs	X

Staffing and Nature of Appointment

A total number of 63 cluster level functionaries constituted the sample at this level of functioning within the sub-district (Table 21). Out of all the CRCCs, the staff from Osmanabad and Alwar were on deputation but worked fulltime in this capacity. The others from Gaya and Vishakhapatnam districts were part-time and had other roles to perform, i.e., teacher/ headmaster or both. Most of the cluster level staff had been working in the capacity of a CRCC/TCS/SCRIP since the time the DPEP had been launched in their respective districts, with the exception of a very few. In these cases either the CRC had been newly created or the concerned individual had been shifted from one CRC to another. Thus, most of them had the benefit of working continuously in the post of a cluster co-ordinator or its equivalent.

Most of the cluster co-ordinators from the DPEP Phase I and II districts of Osmanabad and Vishakhapatnam were graduates with a Bachelors degree in Education, whereas their counterparts in Gaya and Alwar districts were not so well qualified. A significant feature seen across all the districts was that the entire sample of co-ordinators had not been exposed to or provided any in-service training which is a matter of concern, in view of the launching of the SSA and their role demands-expectations.

Against the above background profile of block and cluster resource centres and personnel, various aspects of the study have been analysed and presented in the next section.

2. Perception of Sub-District Functionaries about SSA and Quality Education

At the outset, as in the case of upper primary teachers in Section I, the level of awareness and understanding about Sarva Shiksha Abhiyan and Quality Education amongst the SDFs in the sample was assessed across all the selected districts.

2.2 SARVA SHIKSHA ABHIYAN

Phase I: Maharashtra (Osmanabad)

♦ Block Level

The block functionaries from Bhoom and Kallamb informed the research team members that they had come to know about the SSA through a meeting conducted at the district level by the District Project Office. In addition, one of the BRCCs from Kallamb also mentioned a two-day meeting which was organized before conducting the household survey for SSA.

Further, discussion revealed that BEO, Kallamb and the three BRCCs felt that there were certain major differences between the ongoing DPEP and newly launched SSA, highlighting the basic one as the SSA being for both primary and upper primary classes and 6-14 year age group, whereas the DPEP was only for the primary level. They also perceived that the SSA focussed more on quality improvement and emphasized that every child should be in either formal or non-formal schools within a given time period. One of the BRCCs from Bhoom was extremely clear about SSA since he referred to the programme being *"a community based, time bound programme, having a shared funding pattern between States and the centre, covering all the districts and emphasizing quality education"*. In contrast, the second BRCC from Kallamb could not elaborate much about the major features of SSA and himself suggested that *more orientations should be conducted for them*. Four out of the five block functionaries also informed the team that based on the guidelines provided by the district they had participated in a household survey and a district perspective plan had also been jointly developed by all the functionaries for the next ten years.

♦ Cluster Level

The Kendra Pramukh or Central Primary School Complex Co-coordinators had also been oriented about the SSA in meetings organized by the district authorities. In addition, the *Kendra Pramukhs* also revealed that their level of awareness about SSA had further increased due to their involvement in the development of the annual district plan of action and school-wise action plans, based on the household survey and felt needs of school teachers/HMs that had been conducted under the SSA.

In addition, two of the seven CRCCs in Bhoom, specifically mentioned that they had also participated in the development of the perspective plan for SSA. They also highlighted the major differences between the DPEP and SSA on a similar basis as was done by the block functionaries. However, all of them strongly recommended that more trainings were needed on SSA and specific guidelines be provided so as to facilitate their role in achieving quality

improvement at the upper primary level. They clarified that these guidelines should specify their functions and frequency of various activities to be conducted clearly.

Phase II: Andhra Pradesh (Vishakhapatnam)

◆ Mandal Level

All the Mandal Level Functionaries from selected non-tribal and tribal mandals reported that officially they had come to know about the SSA in a meeting conducted by the Collector at Vishakhapatnam. This meeting had been attended by the District Education Officer (DEO), Assistant Project Coordinator (APC), DIET Principal and all the Mandal Resource Persons (MRPs), Mandal Education Officers (MEOs) and District Resource Persons (DRPs) in the district. A few MRPs also mentioned more details of the new programme in terms of the focus on out-of-school children/dropouts and quality education which had become clear prior to the conduct of the household survey. The MEO from Paderu elaborated on the conduct of '**CHADU VULU PANDUGU (motivation week)**' that had been organized in August 2002 to enroll dropouts or never enrolled children. An MRP from Munagapaka, referred to a meeting organized at Andhra University wherein they were asked to submit a plan focusing on the future needs for educating children at the elementary stage.

The two MEOs from the tribal mandals did not perceive any difference between the ongoing DPEP and SSA, as they felt that both programmes focussed on developing and providing education to children in all the villages. An interesting explanation was given by a MRP from one of the tribal mandals in that - "***first came OBB, then APEP, then DPEP and now SSA. All are practically the same, as all are concerned with the education of children. SSA in fact can be thought of as an extension of DPEP. If it is different and we have to perform some other role then we need to be given suitable training and clear directions by the authorities***". Out of all the MRPs, two felt that both the programmes were very similar, except that the SSA encompassed the entire elementary stage of education whereas the DPEP was for primary education only. The remaining functionaries highlighted a few more differences between SSA and DPEP namely:

- DPEP being funded by the World Bank and SSA by Centre and States,
- SSA focusing more on quality improvement,
- SSA providing more teachers, infrastructural facilities and materials.

◆ Teacher Centres-School Complexes

The twelve Teacher Centre Secretaries (TCSs) from the non-tribal mandals of Munagapaka, Anakapalle and Gajuwaka and six School Complex Resource Persons (SCRPs) from the tribal mandals of Paderu, Aaraku Valley, Hukumpeta and Domriguda had come to know about the SSA in a one-day meeting conducted at Vishakhapatnam by the APC. In addition, a few of the TCSs and SCRPs had also received some more information about the SSA as they had participated in the conduct of the household survey for SSA, meetings and discussions held in their respective mandals to identify strategies for promoting enrolment, retention and quality, and had also contributed in the preparation of the individual school based action plan which was finally consolidated at the mandal level into the mandal level action plan.

The non-tribal mandal TCSs appeared to have a clearer idea about the SSA and how it differed from the DPEP as compared to their tribal counterparts. All the functionaries highlighted that the major difference between the two programmes was that SSA was for the elementary stage and therefore classes 1 to 7, whereas DPEP was for the primary level and classes 1 to 5 only. One TCS from Gajuwaka and an SCRP also pointed out that the DPEP was funded by the World Bank, whereas SSA was a centrally sponsored programme in partnership with the different State Governments in a 75:25 ratio of funding. Four TCSs and two SCRPs emphasized that SSA focusses much more on aspects such as quality improvement, reduction of dropouts, getting each and every child into school and imparting training to all those involved in school education, especially the community than the DPEP.

After discussing the differences between the two programmes, all the functionaries also emphasized the requirement for more training on various aspects of SSA. More specifically, they emphasized the need for their own roles and responsibilities to be clearly outlined vis-a-vis the major objectives and expected outcomes of SSA, especially that of quality improvement. The functions that would ideally promote quality education at the elementary stage would also need to be communicated to them by district authorities.

Phase III: Bihar (Gaya)

◆ Block Level

At the block level, the two Block Resource Centre Co-ordinators, who were also the Block Education Officers (BEOs) from both Tikari and Imamganj, informed the team that they had heard about the SSA through the newspapers and in the meetings organized in DIET Gaya, by the District Project Co-ordinator (DPC). The Block Resource Persons/master trainers or 'TOTs' as they were commonly referred to, from both blocks had also come to know about the programme initially through the newspapers, TV and/or radio. . It is interesting to note that the two BEOs-cum-BRCCs felt that *'there was no marked difference between DPEP and SSA atleast while planning'* and that *'one would get to know better as one would start working for SSA'*. Subsequently, they all reported that the SSA programme had also been discussed in the monthly reflection meetings organized by the District Project Co-ordinator (DPC), in the DIET. All of them elaborated that the DPC had provided them quite a lot of information about the SSA and how it was different from the ongoing District Primary Education Programme (DPEP).

The entire sample went on to inform the team that the SSA was a programme meant for the entire elementary stage of education, wherein all children had to complete class VIII by 2010. The DPEP was only for the primary level and therefore for children till Class V. The TOTs further elaborated that, in SSA the focus was on a 85:15 funding pattern between the Centre and State, quality improvement and bringing all children to school either through formal or alternative forms of schooling

◆ Cluster Level

All sixteen cluster co-ordinators, eight each from the two selected blocks had come to know about the SSA programme through meetings and/or orientation programmes conducted in their respective block resource centres or the district project office. Besides this, some co-ordinators also mentioned that messages about SSA had been given in the media i.e. radio, newspapers,

posters etc. Clarification of doubts about SSA had also taken place while discussing the programme with their colleagues. Surprisingly, none of them referred to any kind of participation in the household survey, which the district project office staff had mentioned to the research team in the initial discussion held in the DIET.

Regarding the SSA programme, all the Cluster Resource Centre Co-ordinators (CRCCs) categorically stated that it was for the elementary stage of education, covering children in the 6-14 year age group who were in classes I to VIII, as compared to the ongoing DPEP which was for the primary level. Besides this basic difference, none of them could point out any other significant features of the SSA or differences between SSA and DPEP. Only two CRCCs from Imamganj and one from Tikari felt that the focus of SSA was different from DPEP in that they clarified that - *"SSA emphasizes 100% enrolment, focusing on getting each and every out-of-school or drop-out child into school within a specific time period"*, through *"alternative forms of schooling"*, and was concerned about *"quality improvement in the classrooms"* much more than DPEP.

Phase IV: Rajasthan (Alwar)

◆ Block Level

At the block level, the two Block Education Officers (BEOs) and two Block Resource Centre Functionaries (BRCFs), one each from Umrein and Thanagaji blocks, had heard about the SSA through newspapers, radio and discussions in meetings. The staff from Thanagaji appeared to be better informed about the SSA as compared to their Umrein counterparts. As reported by them, a meeting was called for by the District Project Co-ordinator (DPC) for conducting the household survey - *'Shiksha Apke Dwar'* in August 2002. The BEO, elaborated that *"the focus was to get each and every child in the 6-14 year age group into school, especially those who were hard to reach in difficult situations"*. The BRCF further added that, *"the data was to be collected in formats on a cluster wise basis and then consolidated at the block level, finally to be sent to the district authorities"*. However, they pointed out that no specific training on SSA had been organized so far, which they perceived to be absolutely necessary before anything concrete could be done at the school level.

Regarding the SSA programme, they all stated that it was for the elementary stage and 6-14 year age group. The Thanagaji BEO, further elaborated that as understood by him - *"alternative schooling was of particular importance in SSA as compared to DPEP, since every child had to be enrolled by 2003 as per the goals of SSA"*. None of them could specify any differences between SSA and DPEP, though all four functionaries asserted that there must be some difference in the two programmes.

◆ Cluster Level

Cluster Resource Centre Functionaries (CRCFs) from Umrein had got to know about the SSA either through the newspapers, radio and/or meetings organized by the DPEP office. Only one CRCF from Akbarpur, mentioned about the BEO and BRCF apprising them about the new programme.

The situation as reported by the 8 CRCFs in Thanagaji, was slightly different with two CRCFs highlighting their participation in the household survey and filling up of relevant formats for onward transmission to the block level. Two others pointed out that the collector had called for a meeting to talk to them about the SSA, yet another mentioned that a special meeting was organised specifically on SSA for all the CRCFs in Alwar.

Out of the total sample of 14 CRCFs, three perceived that there were no major differences between the SSA and ongoing DPEP. This could be due to lack of knowledge or information about the SSA, as was pointed out by the CRCF from Gadbas. The other eleven who felt that there were differences highlighted the most significant as SSA being a programme for both the primary and upper primary levels and children in the 6-14 year age group. CRCFs from Thanagaji pointed out other differences such as SSA focusing more on quality education and getting each and every child into school. One CRCF referred to the '*international funding in DPEP whereas it was a 85:15 partnership between the Centre and States in SSA*'. Another also spoke about '*the convergence of all schemes and existing programmes under SSA*'.

Both levels of functionaries expressed an urgent need for more orientation and indepth training on various aspects of SSA as well as on their specific role in management of upper primary classes and teachers' requirements.

Non-DPEP Meghalaya (Jaintia Hills)

The SSA being a new programme in Meghalaya one of the DIs had come to know about it initially through the papers given to the officer by the District Mission Co-ordinator. The District mission Co-ordinator had been given training by NIEPA for preparing the District Plans and had also been given information by the State Project Office in Shillong. Regarding differences between DPEP and SSA the former officer perceived no difference at all, whereas the latter could enumerate four to five major points. As he explained - "*In SSA there is the household survey and a village register for purposes of planning. The SSA also focusses on the upper primary level and quality education and has funding norms. It is to be a community owned programme and all children are to be enrolled within a given time period*". However, they both categorically expressed a need for more training on various aspects of SSA and exposure to what had been done in DPEP districts as this would help them to implement the programme better.

Block/mandal resource persons and cluster level co-ordinators were better informed about SSA as compared to the block/mandal education officers. Functionaries in DPEP Phase I, II and III districts could enumerate more differences between the DPEP and SSA than those from Alwar or Jaintia Hills. Across all districts, a strong demand for training was voiced on various aspects of SSA and role clarification vis-a-vis upper primary requirements and quality improvement. The crucial question being – what is the ideal mix of functions to be performed by block and cluster functionaries to attain quality improvement. SDFs suggested that district authorities should provide suitable direction and guidelines to block and cluster staff on a priority basis.

2.3 QUALITY EDUCATION

Across all the districts, at both the block and cluster levels of operation, all the functionaries acknowledged the need to improve the quality of education in a planned manner at all levels of education. By '*all levels*' functionaries meant pre-primary, primary and upper primary. In all the districts though a variety of responses were received as to what the term '*quality education*' meant, analysis revealed that all the responses could be categorized broadly into six major types as is given in Table 22.

Phase I: Maharashtra (Osmanabad)

♦ Block Level

Quality education was viewed by both Block Education Officers as an improvement in achievement levels of children and attaining mastery learning in different subjects. One of them also added that "*it should bring out the hidden talents in children, inculcate good values and lead to the all round development of the child's personality*".

Out of the two BRCCs from Kallamb, one gave an elaborate explanation viewing quality as *that - "which improves the life of children, helps them to get good jobs, makes them well informed about the changes in the world around them"*. The other BRCC perceived quality education as that "*which should lead to mastery of subjects being taught and make the child a good citizen*".

♦ Cluster Level

In-depth discussion on what quality education meant to CRCCs revealed that it was perceived by them in different ways. However, most of them viewed it in terms of outcomes. 8 out of 15 CRCCs in the two blocks felt that the major outputs of providing quality education were the '*all round development of children*', '*mastery of different subjects*' being taught and also '*developing skills*' required to lead a '*good life*'. CRCCs categorically stated that it was '*not textbook based*' education, but that which was '*useful in daily life*'. Other coordinators stated that if a child develops '*self-learning ability*', '*leads a qualitatively better life*', '*understands the value of education*', '*imbibes positive values and attitudes*' then one can assume that quality education is being imparted in schools. The cluster head of Shiradhane, spoke about quality in terms of "*children being able to adjust to different circumstances in their life and different situations in a positive and confident manner*". The Pathrud Co-ordinator, on the other hand, firmly believed that, "*by quality education a child becomes a successful citizen of India and he/she uses the education to maintain his/her life standards. If this happens only then, can we say that satisfactory quality education has been achieved in the system*".

Phase II: Andhra Pradesh (Vishakhapatnam)

♦ Mandal Level

Quality education was generally perceived by most Mandal Level Functionaries in particular the Mandal Resource Persons (MRPs) in terms of expected outcomes or desired outputs such as - '*achievement of MLLs*', '*achievement of minimum standards of learning*', '*hundred percent achievement of all students in different subjects*', and '*the level of the child should be upto the class level*'. In addition, a few MRPs also gave importance to children becoming '*good citizens*',

'self-sufficient', 'live for others welfare' and 'know about the new developments and technological advances'

In contrast, MEOs focussed more on inputs required to provide quality education such as infrastructural facilities, variety of TLM, laboratory facilities and training programmes for teachers. All these inputs were perceived as factors that would help to promote the delivery of quality education through the teacher who was viewed as the central figure.

♦ **Teacher Centres - School Complexes**

All the functionaries felt that delivery of quality education is crucial and were unanimous in their opinion that it needed further improvement at all stages in education. Yet 75% felt that out of all the stages the primary stage was the most important as it laid the basis for further education. The remaining 25% felt that pre-primary was the most important.

Functionaries working as Teacher Centre Secretaries and School Complex Resource Persons understood the concept of quality education in different ways and informed the team that to a large extent this understanding determined *'what' and 'how'* they taught children. The maximum number i.e. 8 out of 18 perceived that quality meant *enhancement of a child's skills and knowledge in different subjects*, as also the *total all round healthy development of the child as is given in Table 22*. Other functionaries elaborated that *'all round'* referred to *physical, mental, social and emotional well being*. As explained by one of the TCS from Munagapaka mandal, *after education the child must be able to read, write and speak confidently and interact comfortably in a proper manner with others*.

In addition, seven of the functionaries stated that achieving mastery over the subjects being taught and attaining MLLs was equally crucial if quality was to be attained. As the TCS from Chuchukonda, elaborated - *to bring out the complete skills and innate abilities within students by ensuring that each and every child achieves the minimum levels of learning across different subjects is what delivery of quality education will achieve* whether at the primary or upper primary level. But to do so, he stressed that *'the syllabus needs to be reduced'*.

A few TCSs in the non-tribal mandals, highlighted that satisfactory quality education meant - *'activity based education'*, which is *'child centered'* and *'enjoyable'*. For this kind of quality education to be provided one of the TCS perceived that providing TLM and using effective teaching methodologies in curriculum transaction was absolutely necessary. The focus given by TCSs to classroom processes and practices as inherent to quality education is both interesting and unusual, as compared to the more traditional responses highlighted earlier on.

In the tribal mandals, SCRPs had a differing view in that all six of them mentioned the importance of children *'reading and writing well'*. In addition, they highlighted the need for the child to *'know about the State, nation and outside world'*, *'be self-sufficient'*, *'stand on one's own feet'* and that good education should *'lead to self-employment'*. As one of them summed up - *'quality education is that which can be used by the student in his/her future life, help to build a good moral character and provide a good quality of life'*. This reveals a practical and more functional understanding of what quality education should be and what it should lead to.

Table 22: Perception of Sub-District Functionaries about Quality Education

S. No.	Response Categories	States - Districts									
		Maharashtra (Osmanabad)		Andhra Pradesh (Vishakhapatnam)		Bihar (Gaya)		Rajasthan (Alwar)		Meghalaya (Jaintia Hills)	
		Block (4)	Cluster (15)	Mandal (15)	TCSs/SCRPs (18)	Block (8)	Cluster (16)	Block (4)	Cluster (14)	Block (2)	Cluster (2)
1.	Job/Livelihood	BRCC	7	MRP	TCS	2 BRCCs	7	-	-	-	-
2.	Useful in daily life	2 BRCCs	5	2 MEOs 2 MRPs	3 TCSs 6 SCRPs	3 BRPs 1 BRCC	3	1 BEO BRCC	6	-	-
3.	Good citizen	-	4	3 MRPs	5 TCSs 3 SCRPs	-	2	-	2	-	-
4.	All round development	BEO	8	2 MEOs 3 MRPs	5 TCSs 3 SCRPs	-	5	1 BEO	4	2	-
5.	Attaining Minimum Levels of Learning (MLL) and Mastery of Subjects	BEO BRCC	8	MEO 6 MRPs	4 TCSs 3 SCRPs	3 BRPs	6	1 BRCC	4	-	-
6.	Skill Development and Knowledge	BEO BRCC	8	3 MEOs 4 MRPs	5 TCSs 3 SCRPs	BRCC 2 BRPs	8	2 BEOs 1 BRCC	7	-	-
7.	Any other	-	-	-	6 SCRPs	4	-	-	-	-	-

Phase III: Bihar (Gaya)

◆ Block Level

Providing quality education was considered to be very important by all the block functionaries, not only at the primary but pre-primary and upper primary levels as well. They also perceived that to attain this goal the role of BRCCs and TOTs was very crucial. However, the two BRCCs - BEOs and TOTs perceived quality education differently. The former, had a broader view of the term in that they felt that if quality education is provided it *'will help the child to get a good job later on. At the same time, the child should be able to help at home and have good values'* and *'prepare the child for life ahead in all ways, also improving the quality of life'*, but to attain this goal, basic infrastructural facilities and teacher training were emphasized as extremely important.

The master trainers placed more importance on achieving MLLs, mastery over subjects and knowledge as well as hundred percent learning. As pointed out by them delivery of quality education should lead to various outcomes:

- 'शिक्षा की गुणवत्ता का संतोषजनक स्तर' से तात्पर्य है-बालक-बालिकाओं में विकसित गुण से है। 'शिक्षा की गुणवत्ता का संतोषजनक स्तर' न दक्षताओं की सूची में है, न पाठ्यपुस्तक या टी.एल.एम. , न शिक्षक में, न ही विद्यालय भवन में या और कहीं है, वह केवल बच्चे-बच्चियों में है। जब कक्षा में बच्चा दक्षताओं को हासिल कर पारंगत हो जाता है तो उसके अंदर गुण आ जाता है और वह गुणवान हो जाता है। तब शिक्षा की गुणवत्ता का संतोषजनक स्तर कहा जा सकता है। परंतु राष्ट्रीय मानदण्डों के अनुसार प्राथमिक शिक्षा स्तर काफी नीचे है।'
- 'शत-प्रतिशत बच्चों में उपलब्धि लाना।'
- 'सभी बच्चों में एम.एल.एल न्यूनतम अधिगम स्तर की संप्राप्ति हो जाये।'

Two of them also acknowledged the need for children to have good moral values and become good citizens contributing ultimately to the nation's development and progress.

◆ Cluster Level

All the co-ordinators stated that *'defining'* or *'explaining quality education'* was very difficult, as was achieving it. It needs to be mentioned that this was one of the questions that took the most time for them to answer. Eight CRCCs stressed that if quality education was being imparted then it would lead to acquiring skills as well as knowledge and was not confined to *'only text-book based knowledge'*. Generating awareness in children about the world and things around them was felt to be more important, since co-ordinators felt that this kind of information would be more useful in children's daily lives. In addition, they felt that quality education should also ensure that children *'get a good job'*, *'can earn their livelihood'* and *'stand on their own feet'*, leading to sufficient income generation so as to support their families and maintaining a reasonably good standard of living.

At the classroom level, CRCCs perceived that imparting quality education by teachers would mean that *'MLLs have been attained across all subject areas'* with children *'understanding concepts'* and *'being able to secure at least 75% marks in examinations'*. Two CRCCs in the

sample had a completely different perception in that one of them perceived as *quality education that will lead to the internal development of the child as he/she will become more confident, have good values and habits, appreciate their own culture and tradition, all helping the child to get a well paid job in the future*". The other CRCC stressed on, *'children becoming obedient, sincere and honest as well as adjusting and behaving well with others'*. Both the statements highlight the visualised need for all round personality development, as an outcome of quality education. On closer examination of the responses given what emerges is that CRCCs viewed quality education in terms of the kind of outputs achieved whether long-term or short-term.

Phase IV: Rajasthan (Alwar)

♦ Block Level

Block level staff viewed quality education in different ways. The staff from Umroin perceived quality education as that which *'leads to good results in the exams, both quantitatively and qualitatively'* and *'achieves minimum levels of learning'* in every subject for each and every child. In Thanagaji, the BEO felt that *'if what is learnt is found useful by the child in his/her daily life and the child is well informed about new developments and changes and not just being textbook focused knowledge then quality education is being delivered'*. The BRCCs emphasized on *'active participation of children and usefulness of knowledge in daily life'*.

♦ Cluster Level

Most of the CRCCs emphasized that satisfactory quality education would definitely result in the *'all round development of children'*, *'enhancement of skills'* and *'mastery over subjects in terms of achieving MLLs'*. A few of them also focused on application of the knowledge delivered in various subjects to the child's daily life. But what needs to be mentioned is that all of them highlighted the need for basic infrastructural facilities and TLM in schools if quality is to be achieved under the SSA in the future.

Acknowledging the importance of providing quality education all the sub-district functionaries, emphasized that focused planning and clear cut action points were required to be outlined for all levels of functionaries so that these directions would enable them to perform their roles-functions optimally and efficiently, if quality was to be further improved.

Non-DPEP Meghalaya (Jaintia Hills)

The two Deputy Inspectors of Schools, acknowledged the importance of providing quality education at all levels in education but stressed that the primary level was the most crucial stage. Both of them perceived quality education simply as - *the total all round development of the child, physical, mental, social and emotional*. But to attain this, as one of them stated the *teacher has to be prepared and equipped properly*.

Providing quality education was unanimously acknowledged as crucial. Yet defining or explaining quality education was felt to be a difficult task as was achieving the same. Quality education was perceived largely in terms of outputs by block and cluster resource persons, whereas the block education officers viewed it more in terms of input provision and capacity building of teachers. Osmanabad and Vishakhapatnam functionaries revealed a more functional and practical understanding in terms of school classroom processes and child-centred activity based practices.

3. Present Roles, Functions and Problems Encountered

3.1 Present Roles and Functions

Across all the districts, with the exception of Jaintia Hills where no cluster resource centres had been established, both the block/mandal and cluster/school complex level functionaries performed a wide variety of roles and functions under the DPEP as was reported by them, which is presented in Table 23. It is interesting to note that during the interviews, most of the functionaries in the sample highlighted their present work in terms of functions and even specific activities rather than actual roles.

Phase I: Maharashtra (Osmanabad)

◆ Block Level

Interaction with the two BEOs and three BRCCs revealed quite a marked difference in their roles and functions as reported by them. The former being more administrative and supervisory in nature as compared to the more academic role of the latter.

The BEOs pointed out that they were basically involved in the following activities:

- Co-ordinating implementation of schemes,
- Supervising the conduct of examinations,
- Appointing and posting of teachers, dealing with issues related to leave and salary,
- Evaluating the performance of schools and
- General guidance and follow-up in schools and at the cluster levels.

In contrast, the BRCCs reported that they were performing the major functions of:

- Attending '*gat sammelans*' (cluster level meetings) to resolve teachers' difficulties,
- Conducting school visits to monitor use of grants and TLM,
- Collection of information from *Kendra Pramukhs* to send to the Zilla Parishad (particularly Mahatma Phule Scheme),
- Organising training and
- Providing guidance particularly in the preparation and use of TLM.

In addition, collection, collation and consolidation of various types of data/information for onward transmission to the district authorities also formed a major part of the daily work schedule of both the BEOs and BRCCs. All of them, however, categorically stated that their major link with schools was the *Kendra Pramukh*, who were doing much more practical work than them at the school level.

◆ Cluster Level

At the outset, most of the '*Kendra Pramukhs*' cluster functionaries clarified that in the beginning, when the DPEP was launched they were more involved in increasing enrolment and interacting with the community. Slowly as the programme advanced school visits, conduct of monthly meetings and providing academic support became more crucial. Thus as one of them stated -

"over the years there has been a change in our work and the focus of what we do has also shifted". The major roles and related functions presently being performed by CRCs as reported by them were:

- Improving children's enrolment, attendance and achievement,
- Providing academic support and guidance to teachers in the school and
- Organizing Gat Sammelans (monthly meetings) with teachers to plan and discuss various school-classroom activities.

Three co-ordinators in Kallamb and one in Bhoom, also highlighted that they interacted with the community members - parents and children. Extra classes were held for children in particular after school hours in order to prepare them for scholarship exams. In addition, competitions were held and rewards given from time to time as a means of encouragement and motivation. In addition, as one of the CRCCs explained - ***"It is our responsibility to provide special facilities and financial help to poor, needy and backward students"***. One of the co-ordinators in Bhoom, also highlighted that they helped in organizing meetings with the Gram Shiksha Samiti and the community so as to ***'generate awareness, motivate and involve the community in their children's education'***. All the above, had been done with the major aim of achieving UEE.

All the co-ordinators emphatically stressed that UEE had been achieved to a large extent in the past few years since there was a definite increase in school enrolment, particularly of girls. In addition, retention and attendance rates had also gone up, as had children's achievement could be as seen in the results of the Mid-Term and Terminal Assessment Surveys.

To a certain extent, the community had also been made aware of the need to educate their children but mobilizing them to help more actively in school activities was difficult to do. However, most of them admitted that there was a lack of focus on quality improvement as the achievement in this aspect was not to the extent desired at all levels of education, i.e. pre-primary, primary and upper primary. This could largely be attributed to the need to focus initially on getting children into school (enrolment), keeping them there (retention) and enhancing their participation in school-classroom activities. Every school also had its own set of specific problems. In addition, certain problems in their day-to-day work would need to be dealt with if quality had to be achieved in the future under SSA.

Phase II: Andhra Pradesh (Vishakhapatnam)

♦ Mandal Level

All the MEOs and MRPs had a clear understanding about the roles and responsibilities they were entrusted with. The MEOs perceived their role as that of an ***'administrator', 'supervisor', 'organizer'*** and ***'co-ordinator'*** of various activities; as compared to the MRPs who felt that they were ***'academic guides and supporters'***, facilitating teachers work in the classrooms. The MEOs highlighted their major roles and functions as:

- Improving enrolment, retention and attendance of children,
- Conducting school visits for inspection and supervision,
- Undertaking administrative functions of payment of salaries, sanctioning leave examining service conditions of teachers, etc. and
- Undertaking some developmental activities - making proposals contacting people, etc.

Most of the MRPs perceived themselves as the '*key person*' in promoting the effectiveness of the educational system particularly at the primary level under DPEP. All of them also felt that they were the crucial link between teachers working in schools and the district authorities. There was, however, a slight difference in the nature of functions performed by the MRPs from the non-tribal and tribal mandals as reported by them. Functionaries from both types of mandals emphasized that their basic function was that of monitoring children's enrolment, retention and attendance. In addition, a major part of their time was devoted to conducting school visits so as to provide academic guidance to teachers, observe classroom teaching, talk to children and solve teachers' difficulties. They also mentioned that trainings were imparted by them on different aspects and follow-up also undertaken. In the tribal mandals, the MRPs particularly focussed upon conducting meetings with the community and motivating parents to send their children to school. Information collection and dissemination was also referred to, as well as '*guiding teachers in the joyful learning programme for Class I and II and monitoring the same*', which had been a major focus in the past two-three years.

♦ **Teacher Centres - School Complexes**

Interviews revealed that the Teacher Centre Secretaries in the non-tribal mandals performed a limited role as compared to the more proactive and multi faceted role of their counterparts the School Complex Resource Persons who also functioned as MRPs in the tribal mandals as is highlighted below:

➤ **Teacher Centre Secretaries**

As reported by the former group of functionaries, they basically performed their role as an '*academic guide*' through *organising and conducting monthly meetings with primary teachers*. In these meetings, as explained by one of them which was true for others also was "*collecting and disseminating information, sharing new ideas and resolving problems faced by teachers. We also provide funds, incentives and TLM received from the Mandal level on a regular basis. At times to improve the overall school environment, academic guidance is provided largely through demonstrations, model lessons and designing activities to deal with difficult topics in the meetings itself*". Four out of twelve TCSs also highlighted that at times, they also '*prepared activity based packages*', '*teaching -learning material for use in classes by teachers*' and '*evaluated papers*'. All the TCSs stated that their basic duty was to improve enrolment, retention and attendance which were the objectives that guided and gave direction to all their efforts and activities, under DPEP.

➤ **School Complex Resource Persons (SCRPs)**

The School Complex Resource Person in the tribal mandals also performed the role of the Mandal Resource Person and probably because of this dual responsibility performed a wider spectrum of roles and functions as detailed out by them, such as:

- Ensuring hundred percent enrolment and retention of children,
- Conducting school visits for classroom observation and teaching demonstrations,
- Providing continuous on site school based academic support to teachers,
- Providing regular feedback to the Headmaster of the School Complex and Project Resource Centre at Paderu and
- Mobilizing the community and developing linkages between the school and community.

Phase III: Bihar (Gaya)

♦ Block Level

At the block level a wide variety of roles-functions were being performed by the BRCCs and BRPs as reported to the research team. The BRCCs as compared to the BRPs played a more of an '*administrative*' and '*supervisory*' role. The BRPs in both Tikari and Imamganj perceived themselves as '*trainers*', '*academic guides*', '*monitors*' and '*evaluators*'.

The two BEOs-BRCCs highlighted their present job in terms of functions such as:

- Planning and supervising schools for quality improvement in both teaching and children's performance,
- Providing information to the community about new schemes and programmes,
- Collecting and disseminating information from clusters to district and vice-versa and
- Submitting timely reports on school/cluster related activities to authorities.

The Block Resource Persons informed the team that they were generally engaged in:

- Organizing and providing training to teachers in the BRCs,
- Conducting meetings with the CRCCs,
- Providing academic guidance and support to CRCCs and teachers in schools and
- Participating in monthly one-day trainings at the CRCs.

One of the Resource Persons summarized the work they did by explaining that:

"In Bihar, the BRC is basically considered a teacher training centre. A lot of programmes are organized throughout the year. Once a month training at the CRC for one day is a kind of support extended to the teacher, of the BRC training programmes. The focus of all trainings is on a child-centered approach, resolving difficult units from textbooks and helping children to learn."

In addition, as highlighted by three BRPs, distribution of books and question papers/forms as well as annual monitoring of schools was also undertaken. One resource person also referred to the BRC being '*CRC एवं डायट के बीच की कड़ी*'

♦ Cluster Level

All the CRCFs highlighted that presently, the work being undertaken by them was geared towards the primary level only, under the DPEP. Thus, during the interviews the major roles and functions being performed by CRCFs as detailed out by them, were with reference to their work in DPEP namely:

- Organising one-day trainings for teachers,
- Conducting school visits for providing academic support in terms of supervision, monitoring and evaluation,
- Interacting with students and
- Providing funds, TLM, incentives and textbooks to schools.

Organizing one-day trainings was perceived as a very useful and an important role undertaken by all the co-ordinators. As explained by one of them -

"One-day training gives teachers an opportunity to come together share their ideas and problems in different subject areas. Discussion generally focusses on group work followed by presentation and sharing of different methods and strategies used by teachers in curriculum transaction. Issues are dealt with and hard spots in the syllabus are resolved. On this day schools are closed. Sometimes, a resource person from the block level also attends and facilitates interaction and discussion".

This extract from one of the interviews briefly highlights the major activities being conducted as was reported by most of the CRCFs during the meetings.

Three of the CRCFs from Tikari, also mentioned about their role as a facilitator of children's education through their interaction with the community, VECs and parents, to achieve the dual objective of generating awareness on the need and importance of education amongst the community and motivating parents to send their children to school regularly. Two of the CRCFs from Imamganj, highlighted their work related to preparing question papers and organizing fairs, melas and exhibitions for students. An important activity that all the CRCFs talked about was organizing 'balmelas'. Most of the CRCFs felt balmelas should be organised more frequently - *"as it provided a common platform for interaction between children and teachers from different schools, parents and community members. In balmelas work done by students is also exhibited, competitions held and rewards given amongst other activities"* which they felt promoted the cause of education.

Phase IV: Rajasthan (Alwar)

♦ Block Level

At the block level there was a definite difference emerged in the kind of roles performed by the two Block Education Officers and Block Resource Centre Co-ordinators. Both the BEOs explained that they had a large number of administrative and organisory roles and related functions to carry out such as- *'appointment and transfer of teachers, salary fixation and distribution, supervision of teachers' activities, overall improvement of school education in terms of increasing enrolment, retention, attendance and providing better education to all children'*. According to them their major roles-functions were:

- Co-ordinating activities to promote enrolment, retention and achievement of children,
- Organizing training programmes for teachers,
- Providing funds, TLM and incentives for school activities,
- Organizing meetings with CRCFs and teachers and
- Collecting, consolidating and disseminating information.

All the above, was being done specifically for the primary level under DPEP. Both the BEOs also expressed the need for more staff support as they felt *'over-burdened'* since information on various aspects had to be collected for onward transmission to the district level on a regular basis, which took up a lot of time.

The Block Resource Centre Co-ordinators pointed out that their role in DPEP was more of an '*academic guide*' and '*provider of resource support*' to teachers. In addition, they also perceived themselves as a '*mobilizer*' and '*trainer*'. The major roles highlighted by them were those of:

- Promoting enrolment, retention and attendance of children at the primary level,
- Providing training to teachers,
- Mobilizing the community to educate their children and
- Organizing meetings with VECs/PTAs/MTAs and community members.

♦ Cluster Level

At the outset, itself all the CRCFs from the two blocks highlighted their closer interaction with teachers as compared to their block level counterparts. They perceived their primary role as that of an '*academic guide*' which they also felt was very important and necessary for two reasons. Firstly, for school improvement and secondly, as a feasible and useful '*link*' between teachers in their respective clusters and block level functionaries. The CRCFs informed the research team that school improvement was achieved through various functions performed by them such as:

- Promoting enrolment, retention and achievement levels of children,
- Mobilizing the community to educate their children,
- Organizing meetings for community and VECs,
- Providing funds, TLM and incentives to schools given by the block staff and
- Organizing meetings to resolve teachers' problems.

They acknowledged that all the above functions were also being performed by block functionaries though in a limited manner.

Non-DPEP Meghalaya (Jaintia Hills)

Jaintia Hills being a Non-DPEP district the two Deputy Inspector of Schools stated that their present role was confined more to inspection and supervision of schools, checking records/registers/cash books and at times providing academic support and guidance to teachers. Both the officers felt that since the Block Resource Centres were being established under SSA, a wider range of activities would need to be undertaken on a priority basis and thus their roles-functions would also undergo a significant change.

Block and cluster functionaries highlighted their roles and functions under the DPEP for the primary level. In Osmanabad and Vishakhapatnam, a significant feature was the evolving nature of their roles, which was a shift from the earlier focus on enrolment, retention to quality improvement in classroom processes. In Vishakhapatnam, the MRPs were performing the role being performed by CRCs in the other DPEP districts.

Similarities emerged in the roles of block and cluster functionaries across all the districts except in Jaintia Hills. However, a marked difference was revealed in the roles reported by Block/Mandal Education Officers and BRCCs. The former being more administrative, supervisory and managerial as compared to the academic role of the latter in terms of being a trainer, monitor and evaluator. The BRCCs major duties were organizing monthly meetings, follow-up of training, interaction with the teachers and the community to facilitate children's education and passing on information grants and materials from the block to the school levels.

3.2 Major Problems Encountered by Sub-District Functionaries

A variety of problems were being faced by functionaries at both levels in view of their role under DPEP and perceived role to be performed under SSA presented in Table 24.

Phase I: Maharashtra (Osmanabad)

♦ Block Level

The Block level functionaries faced a number of problems such as:

- Less staff in position as compared to the work to be done,
- Too many meetings to organise and attend,
- Poor infrastructural facilities in the BRC,
- Lack of training and
- Less funds for preparing TLM, models charts, etc.

These problems were corroborated by the research team who visited the BEO and BRC where a dearth of facilities was visible. In addition, other special problems highlighted by the BRCCs were – *identification and posting of subject specialists for providing subject specific support to primary and upper primary teachers, 'we should be exempted from administrative responsibilities' and 'teachers do not take us seriously as we are not authorized to select, reward or punish them'.*

♦ Cluster Level

In transacting their present roles and functions CRCCs were encountering some problems and difficulties. As highlighted by them during the interviews, the major problems faced by them were:

- Burden of non-academic work related to data collection, checking and dissemination of information, maintaining records etc.,
- Lack of a separate CRC building/office/hall and infrastructural facilities,
- Lack of TLM, sports material, library and science laboratory,
- 'Insufficient onsite guidance to teachers and
- Distance of CRCCs from schools.

The first two problems were experienced by all 15 CRCCs in the sample. Further, discussion led to CRCCs providing a number of suggestions to resolve the above mentioned problems.

Suggestions to resolve problems

Block and cluster functionaries were positive that all the problems could be resolved by the district authorities (DPO and DEO). They should consider-

- Appointing one more staff member for handling non-academic work,
- Providing a vehicle to each co-ordinator to facilitate optimal use of time available,
- Providing a separate CRC building with sufficient TLM, a library, sports material and most important a science laboratory along with enabling the release of sufficient funds under SSA,

- Monthly meetings could be further enriched through the contribution of outside experts,
- Organizing one/two day trainings, especially for teachers in specific subject areas at the cluster level and
- Using teleconferencing as a means of imparting training to all teachers in their respective cluster of schools.

Phase II: Andhra Pradesh (Vishakhapatnam)

♦ Mandal Level

In the present context all the Mandal level functionaries faced some kind of difficulty or problem. The mandal education officers felt that lack of facilities particularly classrooms, funds and regular academic support to teachers in schools hindered the delivery of quality education and attainment of desired levels of performance by students. This was further compounded by lack of qualified and trained subject teachers at the upper primary level. In the non-tribal Mandals the MRPs highlighted two major problems which if resolved would facilitate their role as an academic guide role at the school level. These factors were lack of training and burden of non-teaching duties in the form of data collection and dissemination, surveys etc.

Tribal Mandals

Some of the problems faced specifically by MRPs from the tribal mandals were:

- Viability of the area to be covered and number of schools in the complex,
- Lack of interest of school complex headmasters and their inadequate capacity and skills to organize review meetings,
- Sporadic co-operation from MEOs and MDOs and
- Lack of exposure to and training about SSA particularly in monitoring.

An informal discussion with a few Heads of Complexes revealed their need for clerical support to manage complex activities and teacher related administrative issues. This was probably due to majority of Ashram Schools having inadequate staff and lack of subject teachers. In this context, sparing the service of even one 'good' teacher affected many school related activities. Another problem cited was that the MRPs did not report to the Heads directly but to the Project Officer in Paderu. MRPs also coming from different types of school managements, felt accountable to their concerned authority rather than the school complex head.

♦ Teacher Centre Secretaries And School Complex Resource Persons

It is interesting to note the differences in the problems outlined by the two types of functionaries at the same operational level in the district, probably due to the marked difference in the roles being performed by them.

➤ Teacher Centre Secretaries

The TCSs highlighted the following difficulties:

- Lack of TLM/science equipment and laboratory facilities,
- Burden of non-teaching duties (collection and dissemination of information),
- Lack of sufficient time to provide guidance to teachers and
- Coverage of a lengthy syllabus.

In addition, most of them felt that unfortunately they could not do full justice to their role as a TCS because they had *'multiple roles to perform as a head teacher, teacher and TCS'* and *'therefore there was not enough time to do justice to their role as a TCS'*. As one of them further explained, *'by conducting meetings we are only providing a place and an opportunity for teachers to get together, interact, discuss and see things for themselves. More inputs are needed at the classroom level for which we have no time'*.

➤ **School Complex Resource Persons**

In contrast the SCRPS spoke at length about:

- Lack of information on new developments and changes in education,
- Non co-operation of parents and community members,
- Insufficient guidance to teachers in remote schools due to difficult terrain and distances and
- Too many roles-functions to perform.

The SCRPs also informed the research team that they faced problems in visiting schools that were remotely located and found no time to carry out their tasks in schools due to the major responsibility of having to conduct trainings at the school complex from time to time.

Suggestions to Resolve Problems

All the mandal functionaries categorically stated basic infrastructural facilities that were required at the upper primary level needed to be identified and provided on a priority basis. Other suggestions are very well expressed in the statements of some MRPs as given below:

- Hukumpeta MRP - *"Now I am looking after 40 schools it should be minimized to 20 as the schools are far away from one another"*
- *"MRPs post must be independent, because if some school teachers are appointed as MRPs the school and children suffer. MRPs post must at least be of a TGT level and be a separate cadre".*
- *"More time is needed for school visits as a lot of the time is spent on data collection". We need our own separate vehicles".*

Both the TCSs and SCRPs were of the view that since the scope of work would be much more under the SSA and the focus was also on achieving quality, there would be an immediate need for the higher authorities at the district level as well as ITDA and others, to review their present roles and functions vis-a-vis the goals of SSA within the stated time period if objectives were to be realized

Table 24: Major Problems Faced by Sub-District Functionaries

S. No.	Major Problems	States - Districts									
		Maharashtra (Osmanabad)		Andhra Pradesh (Vishakhapatnam)		Bihar (Gaya)		Rajasthan (Alwar)		Meghalaya (Jaintia Hills)	
		Block (4)	Cluster (15)	Mandal (15)	TCSs/ SCRP (18)	Block (8)	Cluster (16)	Block (4)	Cluster (14)	Block (2)	Cluster (2)
1.	Lack of subject teachers	BEO BRCC	3	2 MEOs, MRP	1	2 BRCCs 1 TOT	8	BEO, BRCC	5	-	-
2.	Lack of infrastructural facilities (due to lack of funds)	2 BRCCs	15	4 MEOs 3 MRPs	3(2 TCSSs 1 SCRP)	BRCC 2 TOTs	7	2BRCC	1	-	-
3.	Lack of administrative support at block-cluster level	BEO BRCC	1	2MEOs	-	-	-	-	5	2	-
4.	Burden of non teaching duties/work	-	15	2MRPs	3 TCSSs	BRCC 2 TOTs	6	-	3	2	-
5.	Lack of vehicle and/or in-sufficient TA/DA	BEO	8	MEO 4 MRPs	3 SCRP 3 TCSSs	3 TOTs	10	BEO	6	-	-
6.	Insufficient visits by district/block staff	-	-	MEO 5 MRPs	3 SCRP	-	3	-	1	-	-
7.	Lack of funds for TLM	BRCC	2	-	-	-	-	-	-	-	-
8.	Distance from cluster resource centre to schools	BEO	2	-	-	-	-	-	-	-	-
9.	Lack of training	-	-	-	-	4	5	-	-	2	-
10.	Lack of laboratory facilities	-	-	-	-	4	2 TOTs	-	-	-	-
11.	Insufficient staff	-	-	-	-	-	-	-	-	2	-
12.	Double charge	-	-	-	10 TCSSs	2 BRCCs	-	-	-	1	-

Phase III: Bihar (Gaya)

♦ Block Level

In the present context, the two BEOs-BRCCs and all the BRPs faced three major problems. First and the most important was the burden of non-academic work/duties assigned to them, leaving little time for actual academic guidance, support and monitoring of classrooms-teachers. Second, was the lack of subject-wise teachers in a number of schools which was felt to adversely affect the overall quality of teaching learning and indirectly affect children's performance and achievement levels. Third, being lack of infrastructural facilities at the school level as is clearly reflected in Table 24. All three created a more urgent need for planning and conducting in-service training and follow-up.

The TOTs drew attention to more specific issues such as- *'wasting time in calling teachers for training', 'not having a vehicle to commute to schools', 'being involved in a lot of paper work and collecting information to pass on to the district' and 'leaving little time for their actual job of providing onsite academic support to teachers'*.

♦ Cluster Level

While transacting their present roles-functions CRCFs reported some problems and difficulties. The major problems faced by them were:

- ♦ Lack of subject teachers,
- ♦ Lack of TLM specific to the upper primary level,
- ♦ Lack of subject specific training,
- ♦ Burden of non teaching duties/work and
- ♦ Less contingency for travelling / no vehicle

The first three problems were highlighted by practically all the co-ordinators during the interviews. The Imamganj cluster co-ordinators felt that no amount of training or academic support would help to compensate for the existing lack of basic minimum facilities/requirements. These basic requirements they felt were required to be identified and provided immediately under SSA, only after which improvement of other aspects would be easier to handle. Burden of non-academic work and no vehicle were issues that directly affected the amount of time CRCFs could devote to paying school visits and providing onsite academic support to teachers.

Further, probing revealed some more problems. CRCFs explained that their job was a *'part-time job'* one. Their primary role was that of teaching in the school to which they were attached. In addition, a few of the selected CRCFs also functioned as headmasters/in charge HMs. Playing a double or triple role as the case may be was found to be very difficult and time consuming. They were all unanimously apprehensive as is conveyed in the words of one CRCF that, *"we can not do full justice to any of the positions we are in and with the launching of SSA and work increasing what are we going to do. Some action needs to be taken by authorities, as more time will be needed. Our role and work is going to only increase, what quality can we improve?"* According to all of them, handling upper primary classes would require even more time and effort. Thus, they strongly emphasized that the existing situation required to be reviewed by concerned authorities and a *'policy decision needed to be taken'* to resolve all the issues highlighted.

Suggestions to Resolve Problems

Three common action points given by most of the functionaries to resolve their problems were:

- Providing more infrastructural facilities such as library, laboratory TV etc., so as to improve training and guidance being provided to teachers
- Appointing more qualified and trained subject teachers,
- Providing TLM/equipment at the CRC to improve the quality of inputs provided during training.

Block functionaries also felt that involving headmasters in administrative work would help with CRCFs undertaking closer monitoring of teachers' performance. A few CRCFs also suggested enrichment of monthly meetings through the involvement of subject experts from outside. Most of them felt that, providing all the above as summed up by one CRCF, '*would totally depend on how carefully the block-district staff had drawn up a need based plan of action under SSA, keeping in mind school-wise upper primary requirements*'. In order to identify specific need based inputs, CRCFs felt that more interaction of CRCFs along with teachers, with district level authorities would be required at the school level.

To lessen the burden of non-teaching duties, cluster co-ordinators proposed two alternative solutions for consideration by authorities:

- Institutionalizing the post of CRCF thus making it full time and
- Appointing one more staff (clerk) at the CRC level for collecting information, doing paper work and correcting formats that took up a lot of their time.

Phase IV: Rajasthan (Alwar)

◆ Block Level

Block functionaries highlighted two major problems as is given in Table 24 namely lack of subject teachers and infrastructural facilities. These being the two basic requirements without which quality improvement according to them would be impossible.

◆ Cluster Level

During the interview sessions, all the CRCFs drew attention to the fact that they were not visiting schools to the extent necessary nor were they providing as much onsite support and guidance as they should have been doing. As one CRCF clearly explained "*we can not do full justice to our role due to most of our time being spent in collection and dissemination of various types of information from and to the schools*". Another CRCF felt, "*it is impossible to help teachers in schools because of distances, lack of time and being preoccupied with other non academic work*". With the SSA being launched they all felt that the major problem of non-academic work being entrusted to them required to be addressed by authorities on a priority basis.

Non-DPEP: Meghalaya (Jaintia Hills)

Both the Block level staff mentioned similar problems. The most important being lack of training to handle SSA activities in all aspects. This coupled with lack of staff to undertake SSA activities in all five blocks including their own blocks was also a major hindrance. In addition,

as one of them elaborated - *"We have so many administrative and non-academic duties to complete that hardly any time is left for actual academic work. Teachers also need support and travelling takes up a lot of time, therefore more staff is immediately required. Besides we are new to any such programme, as we are a Non-DPEP State and district so we look forward to a lot of continuous support from the State and National level institutions like NIEPA and NCERT."* The officer clarified further, by explaining that - *"In my office there are supposed to be four sub-inspectors but all the posts are vacant. What do I do?"*

Problem identification clearly reflects that in resource centres at both levels of operation, adequate infrastructure and facilities emerge as the basic pre-requisite for a functional centre. Equally important is appointment of more full-time resource persons with requisite subject specialization, training in handling upper primary teachers' requirements and ensuring involvement in academic work by eliminating non-teaching duties/ responsibilities. Enhancing community participation was specifically referred to in the tribal mandals of Vishakhapatnam and Imamganj and Thanagaji blocks of Gaya and Alwar districts. Training continuous support and immediate appointment of more staff was emphasized by block personnel in Jaintia Hills being a Non-DPEP district.

4. Perceived Shift In Existing Roles And Functions

Phase I: Maharashtra (Osmanabad)

♦ Block Level

At the block level, BEO Bhoom did not perceive that any kind of change or shift would take place in his role under the SSA, whereas the concerned BRCC felt that *'they would have to focus on community mobilisation and organizing subject specific trainings in collaboration with the CRCC in a number of aspects such as - teaching methods, concept clarification, providing more information, preparing lesson plans and specifying MLLs that should be attained amongst other aspects'*.

The perception of the BEO and two BRCCs from Kallamb, differed from their counterparts in Bhoom, in that they visualized that a conscious effort and focus would need to be given by them to improve quality and children's performance. For this, organising subject specific trainings for teachers and providing guidance in the preparation and use of TLM were felt to be crucial. As one of them explained - *"under SSA there will be a definite shift from just organizing and conducting activities for achieving enrolment and retention to more quality improvement related inputs for both the primary and upper primary teachers and children"*.

♦ Cluster Level

In view of the focus in SSA, on providing satisfactory quality of education not only for the primary but upper-primary level as well, the entire sample of co-ordinators except two, one each from Bhoom and Kallamb perceived that *'there would be a definite shift in their roles and functions now that the SSA had been launched'* as is highlighted in Table 25.

Four CRCCs from each of the two blocks emphasized that in the future they would be focusing much more on :

- improving quality and childrens' achievement rather than confining their work only to improving enrolment, attendance and collection - dissemination of information as was being done under DPEP and
- providing guidance to teachers in the preparation of TLM, particularly for science and in the use of laboratory equipment and related apparatus to improve the teaching-learning processes.

Five out of eight CRCCs in Kallamb and one in Bhoom also pointed out that :

- support to teachers in transacting co-scholastic areas (art, music, craft, physical education) which had been grossly neglected so far, would emerge as an important area of work especially for the upper primary level and
- teacher training (short term 1-2 days) in subject specific areas would definitely be needed which could be organized at the cluster centre, since it was closer to the schools. This they felt would facilitate and promote regular training, follow-up and onsite guidance in schools.

Phase II: Andhra Pradesh (Vishakhapatnam)

♦ Mandal Level

With the launching of the SSA, the Mandal Education Officers in both non-tribal and tribal mandals did not feel that their roles would undergo any significant change, with three of the ten MRPs also expressing the same. However, they did clarify that the focus of their work would shift towards:

- quality improvement in classrooms,
- providing training and inputs to improve subject teaching and
- encouraging community involvement at the upper primary level.

The MRPs who perceived that their role would change talked about their '*providing more support to the upper primary teachers*', '*understanding the needs of older children and relating this to teachers requirements*', '*motivating parents to allow their children to complete Class VIII*' and '*trying out innovative ways of getting each child to school*' under SSA.

However, all the functionaries were apprehensive about handling the extra workload with upper primary also being included under SSA. To resolve this, at the very beginning a number of issues that they felt needed to be addressed by authorities were highlighted.

KEY ISSUES TO BE ADDRESSED BY AUTHORITIES

- Viability of existing members of MRPs being able to handle both primary and upper primary,
- Separate cadre and scale for MRPs,
- Feasibility of handling existing number of schools by concerned MRPs,
- Data collection responsibility to be minimized,
- Qualifications and experience of MRPs to handle upper primary and
- Feasibility of providing vehicles to MRPs for better utilization of time available.

♦ Teacher Centres - School Complexes

A definite shift in roles and functions was perceived by 12 out of 18 functionaries which would require more time and manpower Table 25. Out of the eighteen functionaries, who were interviewed eight visualized that there would have to be a conscious effort on providing classroom focussed subject specific inputs to improve teaching of different subjects by upper primary teachers. This correlates with seven functionaries highlighting their role in providing training in specific subject areas to *'update teachers knowledge'*, *'clarify concepts'*, *'resolve specific problems in units and hard spots'* and *'relate methodology with curriculum transaction'*.

An equal number of functionaries stressed the all important shift from enrolment and retention to quality improvement. The shift to promoting and achieving quality they felt encompassed a whole range of aspects such as :

- classroom organization and management, teaching without TLM/laboratory and science equipment,
- focusing on co-scholastic areas thereby also implying inculcation of values and other relevant concerns and
- providing guidance in preparation of appropriate TLM and demonstrating its use especially in the teaching of science and social sciences.

Finally, facilitating alternative forms of schooling and encouraging community involvement with a new vigour and focus whereby every child would complete elementary education emerged as other areas that functionaries visualised would require a specific focus.

Phase III: Bihar (Gaya)

♦ Block Level

All the block functionaries in the sample across the two blocks perceived a shift in the focus of their future roles-functions vis-à-vis the SSA encompassing the upper primary stage and the weightage being given to quality improvement under the new programme. The shift they perceived was in relation to the delivery and transaction of subject specific inputs.

The BEO from Imamganj, asserted that *before anything substantial could be done, more teachers would have to be appointed having subject expertise and exposure of teaching at the upper primary. Subsequently, subject specific training would have to be imparted at the BRCs for effective curriculum transaction to take place in classes 6 to 8.*

Providing subject specific inputs would also extend to the classroom level through the BRCCs and CRCCs providing support in terms of monitoring the impact of training inputs. They also specifically highlighted the need to provide suitable subject-wise TLM especially in Science and apprise teachers about the preparation and use of the same at the upper primary level.

The Block Resource Persons also shared similar views regarding their future roles-functions under SSA, with reference to the upper primary level as is presented in Table 25. A common perception which emerged is aptly expressed through the statement of one BRP in that –

"Under SSA, achieving quality improvement at the upper primary will mean more intensive involvement on our part in the delivery of subject specific inputs. The top priority on our part will be to organize subject wise trainings. At the same time, it is important to supply TLM, sports equipment and organize a well-equipped laboratory for helping in teaching Science. We will also need to supervise and monitor what teachers are doing in schools along with the CRCCs. All this will require a lot of time and subject expertise on our part. It is not easy to do all this as we have not done this before nor have we been trained in the past".

◆ Cluster Level

With the recent launching of the SSA, four CRCFs from Tikari and six from Imamganj acknowledged that there would definitely be a shift in the kind of roles and functions they would be performing in the future. The CRCF from Bikopur, had a different viewpoint in that their *"role under SSA would be much broader extending to the upper primary and thus duties and responsibilities will be more, but the basic work will remain the same as what it was for the primary level under DPEP".*

Four CRCFs from Tikari and six from Imamganj blocks visualized that the major focus of their work under SSA would be providing academic support and guidance to teachers in classrooms so as to improve the quality of teaching - learning and thereby raise the performance level of children in all subjects. To achieve this desired increase in the standard of children's performance, another important role emphasized by 9 CRCFs was that of *'directly or indirectly providing TLM'* and/or *'helping teachers to prepare appropriate TLM'* as well as *'facilitating the use of various aids and equipments especially in Science and Social Studies'* as also *'transacting games, art, craft, music, etc.'*

Closely related to the transaction of the two roles mentioned above was the task of monitoring teachers' performance as was highlighted by 6 CRCFs. However, two CRCFs from Imamganj who had stressed that monitoring was crucial also expressed their deep concern about the feasibility of their conducting regular school based monitoring in view of their being part-time co-ordinators.

A role which CRCFs were already performing for primary schools was that of organising one day trainings, which probing revealed, were in fact meetings. The purpose as explained by them was essentially as a follow-up activity of trainings conducted for teachers at the block level by master trainers and other resource persons. One of them emphasized that *'under SSA, a shift in our role of co-ordinating meetings would also be required in that probably actual training for 2-3 days would have to be conducted by us at the cluster level for upper primary teachers, in specific subject areas if any effective change or quality improvement is to be attained in the classroom, which was also communicated by seven out of ten CRCFs.* All these functions would require a considerable amount of time. In addition, visit to the schools once or twice a month would also not suffice, since a greater number of visits would be needed if continuous academic support, monitoring and feedback was to be given, especially to the neglected upper primary class teachers in the initial stages of the SSA. To promote regular interaction, it was felt that providing a vehicle would promote optimal use of the time available, especially since their work would increase with the launching of SSA.

Phase IV: Rajasthan (Alwar)

♦ Block Level

With the launching of the SSA, the two BEOs and one of the BRCFs felt that there would be a perceptible shift in their roles and functions, since the SSA encompassed the upper primary stage and focused much more on quality improvement.

One BRCF who felt that his role would remain the same, explained this probably as a result of *"lack of orientation and training about the SSA and our roles and responsibilities vis-à-vis the new programme"*. On further probing, however, he expressed that there would be some difference in the kind of work to be done under the SSA as compared to DPEP.

Both the BEOs felt that they would also have to attend to a new functional area namely EGS&AIE or alternative forms of schooling. Therefore, by implication they would *'have to establish linkages with NGOs'* and *'other ongoing schemes in their district'*. They also felt that in view of the poor condition of upper primary classes – schools, initially priority would need to be given to provision of infrastructure and other facilities. A major effort would be required on the part of authorities to provide sufficient TLM to cater to the requirements of upper primary subject areas.

Another major role which was emerging as crucial was that of appointing a sufficient number of teachers with subject expertise in upper primary schools. However, till this was done the two BRCFs felt that a large number of training programmes aimed at strengthening curriculum transaction in specific subjects would be required. They would thus also have to undertake in-

service training on a priority basis as well as guide teachers in TLM preparation and usage. To further enrich teaching inputs a laboratory, sports and computer facilities would need to be provided by authorities only then could they in turn give guidance to teachers in the proper utilization of the same.

◆ Cluster Level

At the cluster level, five out of the total sample of 14 CRCFs perceived that there would not be any significant change in their existing roles under SSA. Out of the remaining nine, six perceived some change in their future roles in terms of:

- Focussing and organizing subject specific trainings with a specific emphasis on use of pedagogic practices
- Providing and preparing TLM for upper primary subjects
- Providing regular classroom support and monitoring teaching activities.

In addition, four CRCFs felt that they had a special role to play in mobilizing the community to *"encourage their children to complete elementary education especially girls and those from poorer disadvantaged communities"*.

Non-DPEP: Meghalaya (Jaintia Hills)

In view of the launching of SSA, a definite shift was visualized by both the DIs in Jaintia Hills, even though the BRC had still to be established. They both perceived that instead of simply inspecting and supervising their future role, would be more of a 'trainer', 'monitor' and 'motivator', thereby increasing teacher's participation in classrooms for quality improvement. One of them especially mentioned the need for them - *'to provide information on the need for education, since social issues and customs kept girls from completing elementary education', in many parts of the district.*

Under SSA, a perceived shift in existing roles and functions was visualized by most of the functionaries across districts. A major move from focusing on enrolment and retention to quality improvement, delivery of subject specific inputs in trainings, guidance in preparation of TLM for science and social sciences, facilitating other alter native forms of schooling and providing support to teachers in co-scholastic areas were identified as future areas of work.

5. Level of Preparation for SSA

In view of the changing focus and shift perceived by most of the sub-district functionaries, on being questioned whether they were prepared to handle their new roles and related functions under SSA, all the Block Functionaries and most of the cluster/school complex functionaries across the selected districts asserted that *'not completely'* but *'partially'*.

Phase I: Maharashtra (Osmanabad)

♦ Block Level

Preparatory Activities Undertaken

The block functionaries excluding the BEO Bhoom, reported that some kind of preparation had been undertaken by the district authorities prior to the launching of SSA. A few orientations and discussions had taken place at the district, block and cluster levels. However, no specific training had been organised on the SSA in terms of its goals/objectives, major features, funding norms, etc.

Preparatory Activities Suggested

It was therefore suggested, that on a priority basis at least two trainings for 3-4 days be conducted on the same. In addition, block functionaries felt that the roles and functions for all levels of functionaries needed to be clarified. This information they suggested could also be passed on through small booklets/brochures to CRCCs. In addition, they also stated that it was absolutely necessary to involve the ADEIs in this challenging task. Thus, this group too, would require orientation and training not only on SSA but on how to monitor, supervise and guide primary and upper primary teachers in both formal and alternative school settings.

♦ Cluster Level

Preparatory Activities Undertaken

Six of the fifteen CRCCs stated that, orientation had been given to them at the district and block level by concerned authorities on SSA. In addition, all 15 Kendra Pramukhs informed the team that discussions on SSA during other meetings had also helped, to some degree. Two co-ordinators drew attention to the fact that their participation in the conduct of the household survey (a pre project activity for SSA) had helped '*quite a lot*' in understanding their roles vis-a-vis the ground realities, especially with regard to out of school children in the older age group of 11-14 years. It was interesting to note that three co-ordinators in the Bhoom block were confident about performing their new roles- duties/responsibilities well under SSA without '*any more preparation*'. On probing, it was revealed that they felt that there was '*not so much difference*' in the work to be done in SSA except for the fact that '*the upper primary classes had been added*'

Preparatory Activities Suggested

Twelve cluster co-ordinators came up with a variety of suggestions as to how they could be better prepared better for participating in the SSA programme (Table 26). They suggested *that more training should be organized about their roles and functions in SSA*, '*information on SSA should be provided to us directly through booklets*' and afterwards '*discussions should be held at the block and district levels so that all of us are on one level of understanding, about the requirements implementation and monitoring of SSA*'.

A major suggestion given by 11 co-ordinators from the two blocks that they felt should be considered '*seriously*' by the district administration (DPO and DEO) was that of involving the ADEIs actively in SSA which had not been done under DPEP. For this, they felt that '*visualizing the role of ADEIs*' and '*training ADEIs on all aspects of elementary education and SSA along with them would help*'. In addition, they also felt that "*district authorities need to review and clarify the role of VECs in relation to upper primary education*" as also "*start providing orientation to VEC members*" and "*clarify their roles-functions*"

All the co-ordinators, also categorically stated that '*lessening the burden of existing non academic work was necessary*'. As one co-ordinator explained -

"A lot of time is spent by us in collection and passing on of information and data which has at times been collected before. This leaves us no time for what we should really be doing - helping and providing academic support to teachers in schools. If this is the situation, when we have only the primary to look after what will we really be able to do for the upper primary even if we want to".

A solution given by seven CRCCs in Kallamb to resolve this long felt problem was providing one more person at the cluster level to handle the specific work of collecting and disseminating information and other paper work.

Phase II: Andhra Pradesh (Vishakhapatnam)

Level of Preparation for SSA

In both types of mandals majority of the functionaries felt that they were not fully prepared to handle the upper primary level under SSA. In the non-tribal mandals 8 out of 12 TCSs, stated that they were not prepared for their new role under SSA whereas in the tribal mandals all six SCRP's felt hesitant to handle the upper primary level more so since quality improvement was the major focus.

♦ Mandal Level

Preparatory Activities Undertaken

Mandal functionaries clarified that though orientation had been given to them and one or two short duration trainings had also been conducted by the district project office, they still felt that more specific inputs were required. This is in total contrast to the tribal mandals where the functionaries who were interviewed particularly the MEOs, reported that no training or specific orientation on SSA had been provided ever since the SSA had been initiated in their district.

Preparatory Activities Suggested

A wide range of preparatory activities were suggested by MEOs and MRPs across all the mandals. These key functionaries perceived that they would be better equipped in catering to the requirements of the SSA programme if a series of orientation-cum-trainings were organized for them by the concerned authorities in collaboration with DIET and or State Project Office.

FOCUS OF TRAININGS ON SSA

- Clarification of roles-responsibilities
- Strategies to achieve quality improvement
- Implementing alternative forms of schooling
- Developing an effective mechanism for monitoring teacher's work
- Strategies for enhancing community mobilisation and participation focusing on upper primary classes (tribal mandals)
- Time management vis-à-vis handling primary and upper primary teachers

It was also felt that these trainings should be followed up by discussions with all categories of functionaries and the community, as well as at different forums. Posting of additional, experienced staff as MRPs catering to providing subject specific academic inputs to upper primary teachers was also suggested as a useful strategy by two MEOs and seven MRPs.

♦ Cluster Level

Preparatory Activities Undertaken

In the tribal mandals, the six SCRPs in the sample informed the research team that no preparatory activities had been undertaken so far specifically to enable them to carry out their roles-functions under SSA, by the district authorities (Table 26). They informed the team that the ITDA and Project Resource Centre (PRC) had also not initiated any kind of preparatory activity, although officials in both the offices had expressed the need to do so. This was mentioned by the PRC in charge and other functionaries in Paderu during the discussion the research co-ordinator had with them.

The situation appeared to be slightly better in the non-tribal mandals, with two TCSs reporting that orientation programmes and discussion on SSA in different meetings had taken place. This, however, was some kind of '*lip service*' and nothing more, thus much more, was required to be undertaken according to the TCSs.

Preparatory Activities Suggested

A number of activities that needed to be undertaken on a priority basis were specifically highlighted by functionaries from both types of mandals (Table 26). 16 out of 18, suggested that the district authorities should immediately conduct trainings on a number of aspects related to SSA such as:

- Specification of the roles and functions of TCSs and SCRPs vis-a-vis the expected outcomes stated in SSA,
- Strategies for getting out of school children especially girls and tribals into schools and
- Strategies for mobilising the community to send their children for upper primary education and complete elementary education.

The SCRPs also felt that *'it was very crucial to give training to the school complex Headmasters as well as strong teachers on SSA'* since their involvement and participation would go a long way in realizing the goals of SSA in the tribal areas. In addition, seven TCSs and all the six SCRPs felt that a 3-4 day workshop at the DIET in the presence of the APC and staff would help to detail out a feasible plan of action for launching the SSA at the upper primary level. The focus they felt should be on identification of important activities that needed to be initiated in their respective schools and villages at their level. This exercise could then be followed by local meetings, discussions and short term orientations, as was pointed out by three TCSs and an equal number of SCRPs respectively.

Five TCSs emphasized that more interaction and guidance from their respective MEOs and MRPs would further facilitate their work. As one TCS put it *"we need to be told what is the focus to be in our monthly meetings, since upper primary teachers' needs would have to be addressed. How are we to allocate time for them and primary teachers, needs to be decided as well as which group should be given preference and on what aspects like preparation of TLM, its usage, dealing with hard spots"*. Another TCS from Anakapalle, was apprehensive about handling the upper primary and was frank enough to admit that *"I cannot do so since I am an undergraduate, and do not have sufficient knowledge in all the subjects being taught in the upper primary classes"* so how will I be able to provide guidance to teachers. By implication, this calls for an immediate review and detailed analysis of existing TCSs qualifications, experience and capacity to provide useful academic support and guidance vis-a-vis monthly meetings. In the tribal mandals, this particular issue did not arise since the SCRPs were basically MRPs as well. However, all the SCRPs felt a genuine need for more support in the form of additional experienced staff, in view of their expanded role under SSA.

Phase III: Bihar (Gaya)

♦ Block Level

Preparatory Activities Undertaken

The Block Centre Co-ordinators-cum-BEOs and Block Resource Persons informed the research team that short-duration orientation programmes (one-two days) had been conducted by the District Project Office on the SSA. In addition, discussions had also taken place in various meetings organized at the district-block and cluster levels. Two of the Resource Persons also highlighted that the household survey that had been completed prior to launching the SSA. This was a benchmark survey conducted to assess the situation of children's education for the 6-14 year age group. The survey was felt to have helped in formulating the annual plan of action, for the district. However, all the functionaries felt that much more was needed and could be done by authorities to give a further boost to this new programme, especially in getting the more difficult to reach groups and needy students into schools.

Table 26: Preparatory Activities Undertaken and Suggested for Handling the Upper Primary Stage by Sub-District Functionaries

S No		Type of Preparatory Activities	States - District																			
			Maharashtra (Oamarnabad)				Andhra Pradesh (Vishakhapatnam)				Bihar (Gaya)				Rajasthan (Alwar)				Meghalaya (Jaintia Hills)			
			Undertaken		Suggested		Undertaken		Suggested		Undertaken		Suggested		Undertaken		Suggested		Undertaken		Suggested	
			Block (5)	Cluster (15)	Block (5)	Cluster (15)	Mandal (15)	TCS/ SCRP (18)	Mandal (15)	Cluster (18)	Block (6)	Cluster (16)	Block (6)	Cluster (16)	Block (4)	Cluster (14)	Block (4)	Cluster (14)	Block (4)	Cluster (14)	Block (2)	Cluster (2)
1		Orientation	3 BRCCs	6	3 BRCCs	7	2MEOs ,MRP	2	2MEOs ,5MRPs	6	5BRPs	2	2BEOs 6BRPs	12	-	-	2BEOs 2BRCCs	9	1	2		
2		Training	3 BRCCs	6	3 BRCCs	7	2MEOs ,MRP	2	3MEOs 5MRPs	16	-	-	2BEOs 6BRPs	3	-	-	2BEOs 2BRCCs	9	1	2		
3		Discussion on SSA in meetings	3 BRCCs	15	3 BRCCs	-	-	2	3MEOs ,9MRPs	6	3BRPs	2	2BEOs	11	2BEOs 2BRCCs	5	BEO	5	1	-		
4		Participation in household survey	-	02	-	-	-	-	-	-	2BRPs	2	-	-	-	2BEOs 2BRCCs	7	-	-	-		
5		Provide Vehicle for CRCCs	-	-	-	-	-	-	-	-	-	-	1BEO 2BRPs	16	-	-	2BEOs 2BRCCs	-	-	-		
6		Awareness generation in community	-	-	-	-	-	-	-	-	2BRPs	2	2BRPs	7	-	-	-	6	-	-		
7		Posting of more teachers/CRCC - BRC staff	-	-	-	-	-	-	2MEOs 7MRPs	13	-	-	2BEOs 2BRPs	16	-	-	-	7	-	2		
8		Interaction and assistance from block staff	-	-	-	-	-	-	-	5	-	-	-	-	-	-	-	-	-	-		
9		Full time posting separate post of CRCC	-	-	-	-	-	-	-	4	-	-	-	16	6BRPs	-	-	-	-	-		
10		Involving ADEIs/ CRCC building and facilities	-	-	2 BEOs 3BRCCs	11	-	-	2MEOs 1MRP	-	-	-	-	-	-	2BEOs 2BRCCs	6	-	-	-		
11		Reduce non academic work	-	-	-	15	-	-	-	-	-	-	2BEOs 2BRPs	BRPs	-	-	BEO 2BRCCs	11	-	-		
12		Providing information of SSA through booklets	1 BEO	1	3BRCCs	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
13		Workshop at DIET and meeting with APC less number of schools per CRCC	-	-	-	-	-	-	-	13	-	-	-	-	-	-	-	6	-	-		
14		Exposure visits to other States	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	2	
15		Orientation of VECs	-	-	-	11	-	-	-	-	-	-	3 BRPs	10	-	-	-	9	-	-		

In addition, four out of the six Block Resource Persons specifically drew attention to the State having already taken action in the initial phase by:

- Identifying hamlets, '*tolas*' without a school within 1 km. radius and planning to establish EGS centres for 15-20 children,
- Identifying suitable '*shiksha mitras*' to work in these centres by the Panchayat Samiti
- Enhancing community awareness participation through '*Ldwy pys ge' abhiyan*'

Preparatory Activities Suggested

The Block Education Officers from both Tikari and Imamganj, felt they required more training on the actual implementation of SSA in terms of specific action points to realize the goals of SSA. Training on various aspects were mentioned such as - specific subjects, fund utilization as per SSA norms and objectives - goals - strategies of SSA. Training they suggested should be conducted at the DIET or SPD's office on a priority basis.

It was also proposed that simultaneously identification of the number of subject teachers at the upper primary level be made and the process of appointing teachers be initiated. This was viewed as a critical step in dealing with the upper primary level. The BEO in Imamganj, also suggested that '*the district authorities could consider providing a vehicle to CRCFs to facilitate school wise monitoring since their work would increase with upper primary classes being included under SSA*'.

All six Block Resource Persons expressed their ability to handle the upper primary teachers but felt that their own capacities with particular reference to subject wise inputs needed further updating and strengthening. Their thinking appeared to be quite similar, since they all suggested that the following action could be taken to promote effective implementation of SSA which is conveyed by one of the resource persons in that:

"Specific training inputs should be given to us to handle upper primary teachers. How can we build their capacities if ours are not adequately built. The BRC also needs to have suitable aids and equipment may be even a laboratory that will help us to provide better guidance to teachers. At the same time, more qualified block resource groups need to be constituted and outside experts in different subject areas should also be identified. We will need a lot of support in as many ways as is possible."

◆ Cluster Level

All the eight CRC Co-ordinators in Imamganj and five in Tikari categorically stated that they were not adequately prepared to handle their role under SSA, with particular reference to the upper primary level. Further interaction with some, revealed their apprehension in being able to provide useful academic support in all the subjects areas to teachers at the upper primary level.

Preparatory Activities Undertaken

Out of the eight CRCFs in Tikari, two highlighted that they had participated in four types of preparatory activities in the recent past (Table 26). The activities were - attending orientation programmes at the district level organized by the DIET/DPO, participation in the household survey (SSA pre-project activity), discussion on SSA in meetings and interacting with the community to generate awareness about SSA.

Further, probing, as to whether any of them had participated in the development of the District Annual Work Plan & Budget for SSA revealed that none of them had. They clarified that they had simply provided the household survey data and other school related information to their respective block authorities who then collated the same and had forwarded this to the district office.

Preparatory Activities Suggested

Acknowledging that some effort had been taken by the authorities to prepare/equip them, all the CRCFs felt that much more was required to be done. A number of preparatory activities/ steps were suggested by them that needed to be undertaken at the earliest by district-block functionaries.

A capacity building exercise was highlighted as the most crucial intervention which would enable them to perform their roles-functions under SSA more effectively. The entire sample from Imamganj and 50% from Tikari expressed the need for orientation and training on SSA its goals, significant features, EGS & AIE, role of community and sub-district functionaries in promoting quality education (Table 26). There was also a need expressed for clarifying the roles and functions of both BRCs and CRCs in view of the broader aims of SSA. Ten co-ordinators also felt that VECs needed to be oriented and trained in promoting educational activities at the upper primary level. As one of them stated "*This will functions visualised by the State-district authorities for VECs under SSA*". Besides these two major suggestions, all the other activities listed out in Table 26 were also endorsed by some functionaries from both the blocks.

Besides training, all 16 CRCFs unanimously stated that the other necessary step to be taken by authorities as a preparatory measure was "*posting of more staff (atleast one person) in the CRC for non-academic work*" and simultaneously "*making their post a full time one so that it is separate from the school*" as also '*providing a vehicle for monitoring of schools more regularly*'. As one CRCF explained - "*A full time co-ordinator at the cluster looking after 10-12 schools will obviously be able to extend better support through school visits and monthly meetings than a part time functionary.*"

Throughout the interviews, most of the co-ordinators emphasized that a decision regarding their full time posting as a CRCF and appointment of an additional staff member needed to be immediately addressed by State-District authorities. A delay according to them would affect the progress of SSA at the elementary stage in general and upper primary level in particular.

Phase IV: Rajasthan (Alwar)

♦ Block Level

Preparatory Activities Undertaken

The BEO and BRCC in Umrein stated that they were fairly well prepared to handle the SSA programme, whereas their counterparts in Thanagaji felt they were not that well equipped to carry out their responsibilities. This hesitancy was expressed despite the fact that the BEO and BRC in Thanagaji had reportedly participated actively in the household survey and also had opportunities to discuss about the SSA in various meetings held at the district level. All four

functionaries were eager to learn much more about the SSA and wanted the higher authorities to provide clear-cut guidelines to them and their respective CRCFs, detailing out their roles and responsibilities vis-a-vis the goals of SSA. In addition, they felt that if some kind of prioritization of roles functions and activities were done, it would help much more in the quicker realization of SSA objectives.

Preparatory Activities Suggested

The block staff highlighted a number of activities that should be undertaken as a means of boosting the initial take off of SSA. The most important activity suggested was that of the district organizing a number of orientation and training programmes on:

- Major features of SSA,
- Clarification of roles and functions,
- EGS&AIE/Alternative Schooling,
- Strategies for quality improvement,
- Mechanism for providing onsite school based support and
- Balancing primary and upper primary work.

The BEO Umrein, also felt that discussions with CRCFs and teachers would further help to facilitate his own work under SSA. Other suggestions given by the BEOs and BRCCs were related to improving the infrastructural facilities in their own office by providing rooms and better facilities for providing quality training to CRCFs and teachers. For this, a laboratory and related equipments, a library and resource centre with a variety of TLM was stated as necessary. With the work increasing under the SSA and all concerned perceiving that ***'regular onsite school based guidance and support in terms of academic inputs was crucial for the success of SSA'***, the possibility of providing a vehicle to each CRCF to conduct more visits and spend more time thereby increasing the amount of guidance to teachers in schools was suggested.

♦ Cluster Level

Preparatory Activities Undertaken

Cluster level functionaries emphatically stated that no conscious or planned effort had been made under the SSA to apprise them about the new programme. They did however, acknowledge that discussions on SSA had taken place in meetings held at the block and district level, but not in a workshop mode in an organized manner. They also informed the team that they were not absolutely sure or clear about their future role in SSA but perceived that ***"it would be an expanded version of what was being done by them under DPEP"***. Seven CRCFs referred to their participation and involvement in the household survey conducted before the launching of SSA. But as one of them elaborated – ***"we did not get any specific training for the household survey nor did the meeting held for this help us to know about the details of SSA, we were instructed to get the formats filled up by a particular date from all the villages"***.

Preparatory Activities Suggested

To enhance and strengthen their own functioning at the upper primary level some CRCFs strongly proposed that planned and focused interaction with block and district authorities on the SSA was required. In view to facilitate their own role as a CRCF, they gave an important

suggestion that authorities should plan and organize trainings on SSA and all its major aspects in detail, in particular quality improvement and ways to achieve the same required special and sustained attention, besides subject specific teaching inputs. They felt that weekly discussions at the BRC and CRC with teachers would also help. Besides this, it was important that "VECs are also oriented to their new role under SSA". In addition, other ideas viewed as preparatory steps were placed for consideration to facilitate their work and optimal use of time available such as:

- Reorganizing the number of schools under each CRC with a view to enhancing on-site school based support,
- Appointing more staff at the CRC to help in paper work so that the CRCF is freer to provide academic support to teachers,
- Providing a vehicle to each CRCF to facilitate monitoring of schools,
- Eliminating non-academic work especially collection and dissemination of information and filling up of formats and
- Providing better infrastructural facilities, especially a CRC building/hall to conduct quality interaction and training for teachers.

CRCFs felt that all the above should have been undertaken at the very beginning of SSA but if not as was the case then it should be implemented immediately. Practically every CRCF in the sample strongly recommended that authorities needed to take stock of all the above and also learn lessons from the DPEP experience so as to improve their present efforts under SSA.

Non-DPEP: Meghalaya (Jaintia Hills)

Both the DIs felt that they were not prepared adequately to handle their responsibilities and roles vis-à-vis the SSA. One of them did acknowledge that some orientation and training had been given to him, but felt that much more was needed in the form of training. *"This needs to be organized by the State and National level organizations, it would also help if we see for ourselves how good things are happening in other States particularly in the area of EGS&AIE. We can get ideas modify and apply the same in our situation"*. The other officer wanted specific inputs on - *"how to run and manage BRCs and CRCs and manage teachers at the upper primary level"*.

Preparatory activities had been undertaken to launch SSA, essentially in the form of orientations and discussions about the programme across all the districts. Some functionaries also mentioned participation in the household survey and development of the district annual and perspective plans. Apprehension to handle upper primary classes was expressed more by CRCCs and TCSSs in comparison to their block level counter parts. This calls for an immediate review and detailed analysis of their qualifications, experience and capacity vis-a-vis their roles and functions as an academic guide to upper primary teachers.

Immediate steps outlined to boost and promote SSA activities were - appointment of additional staff, elimination of non-academic duties, provision of separate premises and facilities to cater to the training and support needs of upper primary teachers; particularly in Osmanabad, Vishakhapatnam and Alwar districts. By implication, most of the required inputs call for policy level action and decisions. Jaintia Hills was the only district where the block staff wanted training to be organized by the National level organizations along with exposure visits to observe and study good practices.

6. Strengthening the Role of Sub-District Structures and Functionaries

Preparing block and cluster functionaries adequately for their new role under SSA through the various activities mentioned above was just one broad strategy visualized by the SDFs. In all the selected districts both block and cluster functionaries also strongly felt that the BRC/Mandal Resource Centre as a nodal academic resource centre at the block level and the CRC/School Complex as a grassroots level support institution for a selected number of schools, needed strengthening and capacity building. Functionaries felt this could be achieved within and by the existing educational system, through ensuring that a variety of inputs and strategies are adopted. Their views and ideas have been broadly classified for purposes of simplification under the following major categories:

- Provision of basic inputs
- Support from block/mandal and cluster/school complex level functionaries
- Support from district level institutions
- Provision of in-service training

6.1 PROVISION OF BASIC INPUTS

Phase I: Maharashtra (Osmanabad)

♦ Block Level

All the block functionaries in the sample expressed a need for a number of basic inputs as is presented in Table 27, which they emphasized as crucial in creating an enabling academic resource support structure at the block level. The BEO and BRCCs wanted a separate building for conducting trainings, establishing a well equipped science laboratory and library and sufficient storage space for TLM to be kept. Lack of these items is clearly reflected in the Profile of BRCs (Table 19). In addition, additional manpower in the form of qualified resource persons with requisite subject specialization to provide academic support to upper primary teachers was also desired by the BRCCs in both blocks. The mechanism for providing cluster and school based support would also have to be worked out accordingly.

♦ Cluster Level

All the functionaries categorically stated that the most basic intervention for handling the upper primary classes was largely dependent on the provision/availability of basic inputs, which were **'totally non-negotiable'** The inputs that were felt to be essential were, infrastructural facilities in the form of a separate CRC building/hall/big room, TLM equipment, library - books, science laboratory, computer and TV amongst other things. As one Kendra Pramukh put it **"the CRC should not be a part of the school but needs to exist as a separate resource structure with all the necessary facilities With the SSA being launched this becomes important especially if short duration trainings are to be conducted in the CRC"**. Equally important was the need for more discussion through meetings with their peer group on different aspects of upper primary education, i.e, EGS&AIE, linkages between primary and upper primary, transaction of co-

scholastic areas amongst others. Three of the CRCs also suggested that it would be useful to interact with CRCCs from other blocks in their district and other districts as well. The requirement for more manpower was repeatedly emphasized throughout the interviews since their workload was going to increase with the inclusion of upper primary classes-teachers under SSA. They also felt that appointing atleast one more person, would go a long way in reducing the non-academic work presently being done by CRCCs.

Phase II: Andhra Pradesh (Vishakhapatnam)

Interviews revealed that irrespective of the roles and functions to be performed under the SSA by Mandal and School Complex level staff, all of them were convinced that their overall functioning could definitely be improved upon. However, this was only possible they felt if their capacities were developed to the maximum and adequate basic requirements met by the authorities, through provision of inputs, orientations and trainings focusing on SSA goals.

♦ Mandal Level

At the mandal level, a number of basic inputs were envisaged as crucial if quality improvement in schools was to be attained in the future. Each mandal education officer and resource persons from both types of mandals emphasized that funds, infrastructural facilities, manpower and training were non-negotiable requirements. Further, probing revealed that they felt that out of all the components, provision of infrastructural facilities was the most important input.

In addition, the six MRPs from the four tribal mandals highlighted that support and guidance from the MEOs and School Complex Heads was equally important (Table 27). Support from the higher district level institutions was also viewed as equally necessary. One of the MRPs elaborated that - *networking, linkages and continuous support from staff working at our level and also above (PRC Paderu) and below us (teachers and community), is extremely essential if children are to come to school, attend regularly and do well in all the subjects.*

♦ Teacher Centres - School Complexes

Nearly all the functionaries, acknowledged the importance of funds in equipping upper primary classes in terms of providing appropriate TLM, aids, equipment, sports materials etc, as well as conducting activities and organizing meetings with teachers and community members. Availability of better infrastructure facilities was emphasized more by SCRPs as compared to the TCSs since their school complexes needed to be qualitatively improved upon, in order to cater to upper primary schools-teachers requirements for providing adequate support and training.

Availability of time for interaction and discussion with teachers was also considered necessary if quality improvement was to be achieved which some of them felt they were '*unable to devote sufficient time for*'. The SCRPs in particular, complained of '*over-loading of job responsibilities, leaving little time for providing academic onsite support to teachers in schools or interaction with the community*'.

Phase III: Bihar (Gaya)

During the interviews, besides suggesting the initial preparatory steps to be taken by the authorities, both the block and cluster functionaries also felt that the block and cluster resource centres as '*institutions*' or '*support structures*' needed to be adequately equipped and strengthened in order to handle the upper primary classes.

► Block Level

Basic inputs in the form of funds, infrastructural facilities, manpower (both subject-wise teachers and administrative staff) as well as training was felt to be essential in getting prepared to handle upper primary schools-teachers and their requirements. Linked to training was the need for more support and inputs from the DIET as is clearly indicated in Table 27. The two BRCCs informed the research team that all these inputs had found a place in the Annual Work Plan Budgets (AWPBs) that had been formulated at the district headquarters and were thus confident that the same would be provided to them with the exception of more teachers.

► Cluster Level

All the cluster functionaries perceived that more staff, in-service training, support from BRCCs, BEO and TOTs and discussion with teachers were absolutely necessary so as to enable them to support, deal more effectively with the demands and needs of upper primary schools/teachers. They expected additional staff to be posted at the CRC level as has been mentioned earlier on in the report. In addition, they felt training for them was crucial as well as more support from the block level functionaries was required. As one of the CRCFs explained to the interviewer *Handling the upper primary is more difficult than primary, since I am not an expert in all the subjects, so providing guidance to all the teachers in different subjects will be difficult. For this, training is needed in many aspects or another alternative is that resource persons who are subject experts from the block level should come and help us to guide teachers. Besides, where is the time to look after primary and upper primary which is what I will have to do under SSA. I hope the district authorities decide quickly how we are going to manage everything.*

They acknowledged and appreciated the fact that all the above mentioned inputs were dependent on the amount of funds being available, but were not aware of the exact funding norms under SSA, as discussions revealed. Probably that is why they expressed the need for more finances. Finally, infrastructural facilities were also highlighted as crucial for improving the school environment at the upper primary level. Some elaborated *that under DPEP a variety of facilities had been provided to the primary level and it had made a lot of difference. A similar exercise was required to be implemented urgently at the upper primary level, only then could a beginning be made for quality improvement.*

Phase IV: Rajasthan (Alwar)

All the functionaries whether at the block or the cluster level emphasized the need for certain minimum basic requirements, mainly infrastructural facilities to be made available at their respective centres, before any constructive or effective activity could be undertaken for supporting teachers or imparting quality education to children at the upper primary level.

Table 27: Basic Inputs Required for Strengthening Sub-District Structures

S. No.	Basic Inputs	States - Districts									
		Maharashtra (Osmanabad)		Andhra Pradesh (Vishakhapatnam)		Bihar (Gaya)		Rajasthan (Alwar)		Meghalaya (Jaintia Hills)	
		Block (5)	Cluster (15)	Mandal (15)	TCSs/ SCRP (18)	Block (8)	Cluster (16)	Block (4)	Cluster (14)	Block (2)	Cluster (2)
1.	More Funds	13	1 BEO 3 BRCCs	17	4 MEOs, 9 MRPs	15	2 BEOs, 3 BRPs	12	2 BEOs, 2 BRCCs	1	
2	Infrastructural Facilities	15	1 BEO 3 BRCCs	18	5 MEOs, 10 MRPs	14	2 BEOs, 4 BRPs	11	2 BEOs, 2 BRCCs	2	
3.	Manpower	13	1 BEO 3 BRCCs	13	4 MEOs, 7 MRPs	16	2 BEOs, 5 BRPs	13	2 BEOs, 2 BRCCs	2	
4.	Training	15	1 BEO 3 BRCCs	18	5 MEOs, 10 MRPs	16	2 BEOs, 4 BRPs	13	2 BEOs, 2 BRCCs	2	
5.	Support from BRC/BEO/CRC	14	-	18	6 MRPs	16	-	11	-	-	
6.	Discussions with teachers	14	-	18	6 MRPs	16	-	10	-	-	
7.	Support from district level institutions	-	-	18	5 MEOs, 10 MRPs	-	2 BEOs, 6 BRPs	-	2 BEOs, 2 BRCCs	2	

◆ Block Level

Both BEO's and the BRCCs from the two blocks were unanimous in their requirement for more finances, better infrastructural facilities at the block office and schools and additional manpower for undertaking administrative and academic work. In order to provide effective support to upper primary school teachers, training on different aspects was also stressed as a crucial input. For this, as one BRC put it – *"the DIET needs to support us in every way possible, not only through training but jointly monitoring and supervising our activities in schools with the DEO and DPO. The DIET staff should also help the cluster functionaries in their meetings and in the classrooms from time to time"*.

➤ Cluster Level

At the cluster level, 13 CRCFs highlighted the need for their being trained on different aspects, all related to improving subject wise transaction in classroom at the upper primary level Table 27. They also felt that all types of training needed to be followed by the resource persons/experts providing guidance to them at the school level while interacting with teachers. The second important aspect was that of additional manpower which, has been re-emphasized throughout the report, in view of the CRCFs expanded role of providing onsite academic guidance to upper primary schools. A sizeable number have also acknowledged the need for more funds and infrastructural facilities for their cluster centres as well as schools.

Two new aspects visualized as important by CRCFs was that of continuous support from BEO's and BRCCs and more discussion and interaction with teachers. However, linkages and support from the DIET was not viewed as an input required for strengthening their roles in total contrast to the block level.

Non-DPEP: Meghalaya (Jaintia Hills)

The district being a non-DPEP one, both officers categorically highlighted the need for all the basic inputs at both the primary and upper primary levels schools. The research team also reported a total lack of infrastructural facilities with hardly any TLM being available for teaching-learning. Training in all subjects was also expressed as a necessary input not only for the DIs but also teachers to this end linkages with the DIET, SPO and NCERT and NIEPA was also felt to be important. A specific mention was made about - *"the lack of headmasters and their ability to manage schools and impart quality education"*. For this, one of the DIs suggested - *"organizing a headmasters co-ordination conference once or twice a year and providing continuous short-term training to them on a regular basis"*

Despite districts belonging to different phases of implementation under DPEP, all the functionaries emphasized the need for provision of separate buildings and infrastructural facilities in their resource centres, to handle upper primary level requirements. In Osmanabad, separate CRCs buildings were particularly highlighted. Alwar functionaries specifically mentioned activating the DIET as a support institution. Continuous need based support from BEOs and BRCCs was emphasized by all cluster level staff.

6.2 Support from Block/Mandal and Cluster/Teacher Centre/School Complex Level Functionaries

Phase I: Maharashtra (Osmanabad)

♦ Block Level

All the block functionaries were appreciative of the work being done by the CRCCs. They also perceived the CRC as a crucial link between themselves and the schools-teachers. In view of strengthening this linkage, a number of ways in which they expected support in the future were.

- Providing a more detailed feedback of teachers' difficulties in the classroom on specific subjects,
- Providing information on why specific children do not attend school or are irregular,
- Identifying teachers' training needs,
- Passing on data more regularly, and
- Monitoring of the teaching-learning processes, use of school and TLM grant, alternative schooling, etc.

They also perceived that ADEIs need to be closely associated in SSA, than what was done in DPEP.

♦ Cluster Level

At the cluster level, the CRCCs perceived the role of block level functionaries as extremely critical to them in facilitating their own roles and functions, in a number of ways, only then did they feel would the SSA be a success. For this, the BEO and BRC staff would have to detail out the roles and functions and what was expected from CRCCs in detail. All seven co-ordinators in Bhoom felt that the BEOs and BRCCs major support to them would be essentially two-fold through organizing and conducting trainings for teachers and CRCCs and *'appointing suitable and experienced subject experts'* as resource personnel at the block office. The first intervention was essential so as to prepare them better for transacting their own roles and functions. The second was crucial since it was perceived that only a group of experts would facilitate provision of subject specific inputs trainings, as well as provide continuous need based onsite academic guidance in schools, on a rotation basis.

In addition, to what was stated by the Bhoom Kendra Pramukhs, the Kallamb CRCCs went a step further. They elaborated on the need for block functionaries to pay more frequent school visits so as to strengthen the monitoring and supervision of *'what takes place in the schools - classrooms'*, which was not happening to the extent required at present under DPEP. *"The block functionary's role needed to become more functional and operational within schools as also the ADEIs"* was the common feeling expressed by CRCCs.

Three co-ordinators, emphasized that interacting with teachers in the actual work situation - environment was also important, so that block level staff could actually see for themselves what was happening and communicate teachers problems/concerns to the higher authorities, so that appropriate action could be taken to improve the situation.

Phase II: Andhra Pradesh (Vishakhapatnam)

♦ Mandal Level

All the Mandal Resource Persons in the non-tribal mandals and MEOs from the tribal mandals drew attention to the need for continuous interaction and support from the TCSs and SCRPs (who were the MRPs as well) so as to enable them to perform their roles better. In the SSA, the role of TCSs and SCRPs were visualized as even more important, due to the focus on providing quality education and improving the performance of children at both primary and upper primary levels. As one MEO emphasized - *SCRPs are those persons who are performing the academic resource support role and most have been teachers thus they know the ins and outs of the school situation, problems faced by teachers and what inputs are needed.*

♦ Teacher Centres - School Complexes

TCSs and SCRPs had differing viewpoints on the support they expected from mandal level functionaries and this was due to the difference in their management and academic support structures.

TCSs look forward to the MRPs interacting with upper primary school teachers on a more regular basis than what was happening at the primary level. Eight of the TCSs, felt that in view of their own role being limited to conducting monthly meetings, the onus of providing classroom based academic guidance and support would automatically fall on MRPs. In addition, they expected MRPs to attend and participate in the monthly meetings on a regular basis since *'MRPs were in a better position to provide subject specific academic inputs'* and that *'experienced subject specialists/resource persons should also be identified by MRPs to provide technical, academic support to teachers'*. In addition, six TCSs emphasized that subject specific TLM was required to be supplied by MRPs to TCSs, who in turn could hand it over to the upper primary teachers/classes.

Organizing in-service training for upper primary teachers by MRPs based on a careful assessment of teachers' training needs was another area of immediate intervention cited by nine TCSs. The crucial question that needed to be addressed was *how would the existing MRPs find the time to address both primary and upper primary teachers' training requirements.* One TCS suggested that *'they could help if their post as a TCS was made a full time one'* and *they were relieved of their teaching duties and role as a Headmaster.* These suggestions were endorsed by practically all the other TCSs.

The School Complex Resource Persons being MRPs themselves expressed the need for more experienced staff to help support and guide upper primary teachers. However, they had certain expectations from the Mandal Education Officer and Project Centre in-charge at Paderu in terms of:

- Capacity building of School Complex Heads and strong teachers in planning and monitoring of activities,
- Assessing the additional work burden on the Ashram school after upper primary is included and accordingly providing additional physical and human resources,

- Bringing MRPs under the direct purview of the School Complex Head and
- Reducing the number of schools under their jurisdiction.

Phase III: Bihar (Gaya)

♦ Block Level

Both the Block Resource Centre Co-ordinators and the three Block Resource Persons from Tikari and Imamganj were quite emphatic about the key role to be played by CRCCs in the successful implementation of SSA. Two of the TOTs strongly recommended that a separate post be created for CRCFs, so that they could devote their full time in providing onsite academic support to teachers in schools. However, to do this efficiently the BRCCs felt that capacity building of cluster co-ordinators was required, only then would they be able to carry out the following functions of:

**Ensuring that subject specific TLM is prepared and used properly,
Enhancing community participation and motivating them to allow their children to complete elementary education,
Preparing question papers/tests to assess children's performance,
Guiding teachers in classroom organisation and management for curriculum transaction,
Demonstrating how to deal with difficult lessons, units, concepts, etc.,
Monitoring classroom practices and
Providing timely feedback to the block level staff.**

♦ Cluster Level

The role and support of block functionaries whether BEO or BRPs (Master trainers) was viewed as very important by all the CRCCs. They perceived that under SSA, especially for upper primary teacher guidance and support, the role of block level staff was even more crucial than at the primary level. However, what needed to be debated/considered was *whether the block resource centre should be a centre for academic activities/support and/or also perform administrative functions and if so to what extent*. All the CRCCs visualised two major ways in which block functionaries could support them namely through:

- Conducting regular school visits and
- Organizing subject specific training

Conducting School Visits

The first strategy was felt to be extremely necessary not as a tool for inspection or supervision, but with the major aim of providing need based academic guidance and support within classes in curriculum transaction, preparation and use of TLM and science equipment and monitoring and evaluating children's progress in both scholastic and co-scholastic areas.

Organising subject specific training.

With a view to empowering upper primary teachers, the role of the TOTs in particular was viewed as crucial, since these functionaries were seen as providers of suitable training in specific subject areas, followed by onsite support in schools on a regular basis. Yet, as one CRCC reflected - *"Possibility of sustained support in classrooms is very remote in the present context,*

since the resource persons at the BRC are pre-occupied spending nearly 15-21 days in a month on conducting training". Another informed, "BRC staff is also busy identifying schools that need closer attention and inputs to improve enrolment, retention and achievement, so during the school visits they are involved in this exercise".

They felt that a change in the type of support provided by block level staff would only take place if *the district authorities take cognizance of this emerging need and identify ways of ensuring that BRCFs visit schools more regularly.* In addition, five co-ordinators also highlighted that visits would provide a platform for TOTs to interact more intimately with teachers and convey their problems, felt needs and requirements whether professional or personal to the higher authorities.

Three CRCFs from Imamganj, specifically wanted BRCFs to guide them in their work at the school level and suggest solutions for tackling the academic problems faced by teachers in schools, particularly in dealing with *'hard spots', 'use of new methodologies in teaching', 'evaluation of lessons',* amongst other aspects. The BRC personnel, *"should supervise our work while we are in schools and act as a resource person and not as an education officer on inspection duty".* Besides all the above, co-ordinators also expected both BRCCs and TOTs to take the lead in organising fairs and melas for students at the upper primary level, provide suitable TLM and conduct meetings with the community particularly parents, to motivate them to participate more actively in their child's education and ongoing school improvement efforts.

Phase IV: Rajasthan (Alwar)

Functionaries at both levels of operation – block and cluster perceived the need for continuous support from their colleagues whether placed at the block or cluster level.

♦ Block Level

All four block functionaries appreciated the work being done by CRCFs in their respective blocks and perceived the CRC's role as crucial as one block education officer stated – *"we totally depend on the CRCFs to pass on and collect information from schools – teachers. The success of implementing our plan of action also depends to a large extent on feedback given by them to us on various academic aspects. They are our link with teachers and what happens in the schools. The more interaction we have the better for us and them, since we have to provide training facilities, TLM, funds etc".*

They also pointed out very clearly the type of support they expected from cluster functionaries in their blocks. The most important form of support was through CRCFs conducting school visits and monthly meetings. It was envisaged that it was in these two ways that CRCFs could guide, monitor and supervise classroom transaction processes and teaching practices, which was more difficult for block level staff to undertake due to distances and their involvement in other administrative work. The two Block Education Officers specifically highlighted that they expected CRCFs to supply the TLM grant and other facilities to the schools, which they periodically handed over to the CRCFs.

◆ Cluster Level

The CRCFs particularly from the Thanagaji block pointed out a number of ways in which the Block functionaries could help and support them in their work particularly for purposes of quality improvement, such as:

- Providing more information and training on SSA in terms of how to achieve quality improvement and delivery of subject specific inputs.
- Undertaking closer monitoring supervision and evaluation of classroom practices,
- Monitoring if the TLM grant was being used properly,
- Organising more trainings for teachers,
- Interacting more regularly with teachers in the actual classroom setting to provide academic guidance and
- Ensuring that teachers are not given extra non-academic duties to perform,

Successful implementation of SSA depends on the strong linkages and support extended by the block and cluster functionaries to one another. The Block/Mandal Functionaries viewed CRCCs and TCSs as the crucial link between school teachers and themselves. They expected cluster level staff to provide onsite academic guidance and support in a number of ways, for which capacity building was required. CRCCs visualized that the block staff should organize more trainings, participate actively at the school level as a 'monitor', 'evaluator' and 'academic guide' than what was practiced in DPEP. Block and cluster staff such as ADEIs, School Complex Heads, Inspectors also need to be trained and involved more actively in SSA than was done in DPEP.

6.3 Support From District Level Institutions

Both block and cluster functionaries, across all the selected districts, highlighted a variety of ways through which the three major district level institutions could facilitate the transaction of their own roles-functions more effectively as is presented in Table 28. On closer examination, it is clear that the type of support visualized is largely associated to the problems being experienced by them in the actual field situation as also in view of their role expansion and probable modification under SSA.

Phase I: Maharashtra (Osmanabad)

◆ Block Level

District Project Office

All the block functionaries reported a close interaction and good communication with the District Project Office staff working in the DPEP, as well as for the SSA. For the successful implementation of SSA, particularly at the upper primary level, the two BEOs and three BRCCs expected the DPO to provide sufficient funds for the supply of infrastructural facilities and TLM to the higher classes. The BRCCs from Kallamb wanted the office to conduct trainings as a

medium of supplying more information on the SSA and other government plans and schemes. The two BEOs, specifically desired support through the DPO for preparing a need based plan of action (both long term and short term) for the effective supervision, monitoring and evaluation of schools. This they felt should be undertaken through joint collaboration and participation of all the block and cluster functionaries.

DIET

The DIET's role was viewed totally in terms of it being an academic resource institution. All the functionaries except for the Bhoom BEO, envisaged a key role of the DIET in providing the much needed subject specific trainings to teachers and CRCCs, followed by monitoring of training inputs in some schools, on a random basis. The latter was not being done at all in the present DPEP set up. Block staff and one BRCC in particular felt that '*the practice of school-wise monitoring by the DIET needed to be introduced under the SSA*'.

District Education Office

At the block level, the staff clearly indicated that the role of the DEO was the most important which is reflected in Table 28. It was perceived that the success of SSA depended to a large extent on the kind of support the DEO would provide to block functionaries in terms of planning, organising and supervising all school related activities. In addition, the block staff also felt that all the functions mentioned could be more effectively transacted if the DEO staff visited the schools at least once a year.

♦ Cluster Level

District Project Office

The District Project Office (DPO) was expected to *support and strengthen the hands of CRCCs* by providing more funds, infrastructural facilities and TLM to centres. CRCCs clarified that *though a lot had been done under DPEP and the environment in schools had improved, it was limited only to the primary level classes. With SSA all that had been done by the DPO for the primary needed to be repeated for the upper primary.* Organising more trainings, *especially in different subjects* for all levels of functionaries and *appointing more subject teachers* were pointed out as extremely necessary inputs. This was the opinion of eleven CRCCs from the two blocks. Four CRCCs from Kallamb also wanted the DPO to provide information on the latest government policies, plans and programmes.

District Education Office

The District Education Office was also expected to perform certain functions that overlapped with those visualized for the DPO, (Table 28). Eight CRCCs talked about the DEO *"Planning need based trainings, especially for BRCs and CRCCs in collaboration with the DIET on 'different aspects of SSA', 'quality education' and 'EGS&AIE'"* amongst other topics.

The second major role envisaged was that of this office developing a realistic plan for organizing proper supervision and monitoring of teachers. As two CRCCs emphasized *'what is planned, should be implemented and this needs to be monitored by us'* also *'simply monitoring or supervising is of no use unless it leads to some improvement in classrooms by teachers'*. What could be understood by these statements was the emphasis on feasibility and practicability of

plans that are developed. A sizeable number of CRCCs (11) very hesitatingly stated, that someone from the DEO should visit each school at least once in a year. This interaction would help in making their plans more realistic and functional.

DIET

The role of the DIET was clearly confined to two basic functions namely - organizing trainings for BRCs, CRCCs and teachers and monitoring/follow up of the trainings imparted (Table 28). For teachers, CRCCs stated the need for subject wise inputs either through face-to-face or teleconferencing mode as was suggested by three CRCCs from Kallamb. For the former two groups i.e. BRCCs & CRCCs, cluster functionaries wanted training to be conducted in subjects, SSA, use of activity based methodology at the upper primary level, motivating teachers and parents and use of different evaluation procedures.

Phase II: Andhra Pradesh (Vishakhapatnam)

At the outset, all the mandal level functionaries and half the sample of TCSs and all the SCRPs stated that they felt that the District Education Office and District Project Office needed to work closely in joint collaboration. Probably this outlook has resulted in overlapping of quite a few areas in which support is expected to be given in the future as is given in Table 28. However, functionaries also perceived that the DPO was more important than the DEO, since it made the final plan of action and AWPB for DPEP. The DIET was visualised as the apex academic institution at the district level.

♦ Teacher Centres - School Complexes

District Project Office

The central role of the DPO was acknowledged by all TCSs and SCRPs in both the DPEP and the recently launched SSA. The most important role that was perceived by 14 functionaries for this particular office was that of providing adequate infrastructural facilities. The TCSs in Munagapaka, felt requirement of facilities should be assessed on a school wise basis and immediate action should be taken. Exactly half the number of functionaries also expressed the urgency for supply of TLM/ equipment, especially for science teaching and relevant books without which delivery of quality education was felt to be extremely difficult.

For organizing subject specific trainings, 10 TCSs and SCRPs highlighted preparing a need based plan. Out of these, three were from the tribal mandals who further suggested that this plan could be developed in collaboration with the Project Centre staff at Paderu.

Organizing school visits - meetings to understand teachers problems and implementing a more effective system of supervision and monitoring were other areas of support identified by TCSs. The SCRPs from the tribal mandals did not probably refer to these since the PRC at Paderu was responsible to a large extent for the same, which was going on under the DPEP and Tribal Welfare Scheme as well.

Table 28: Expected Support from District Level Institutions by Sub District Functionaries.

S. No.	District Level Institutions/Type of Support	States - Districts									
		Maharashtra (Osmanabad)		Andhra Pradesh (Vishakhapatnam)		Bihar (Gaya)		Rajasthan (Alwar)		Meghalaya (Jaintia Hills)	
		Block (5)	Cluster (15)	Mandal (15)	TCSs/ SCRP (18)	Block (8)	Cluster (16)	Block (4)	Cluster (14)	Block (2)	Cluster (2)
I	District Project Office										
	• Plan for provision of infrastructural facilities	3 BRCCs	10	2MEOs 6MRPs	14	BEO 4BRPs	12	BEO	8	-	N.A.
	• Appoint Teaching Staff	2 BRCCs	4	4MEOs	3	2BEPs 4BRPs	4	2BEOs BRCC	3	-	-
	• Provide TLM/Textbooks	3 BRCCs	10	1MEO 1MRP	7	3BRPs	10	-	-	-	-
	• Visit schools to resolve teachers' problems	-	-	3MEOs 3MRPs	7	-	8	BRCC	4	-	-
	• Create a separate post for CRCF	-	-	-	-	-	6	-	-	-	-
	• Organise Supervision Monitoring and Evaluation of Schools	2 BEOs	3	1MRP	4	-	-	1BEO 2BRCCs	3	-	-
	• Plan for Community mobilisation	-	-	5MRPs	4	-	-	-	-	-	-
	• Provide Funds	3 BRCCs	10	-	-	-	-	-	5	-	-
	• Provide Vehicle to CRCF	-	-	-	-	-	-	-	1	-	-
II	• Provide Information on Govt policies programmes	1 BRCC	4	-	-	-	-	-	-	-	-
	• Organise trainings	2 BRCCs	7	3MEOs 2MRPs	10	-	-	-	-	-	-
	DIET										
	• Provide subject specific training	1BEO 1BRCC	13	5MEOs 10MRPs	18	2BEOs 1BRP	12	2BEOs 2BRCCs	12	2	-
	• Monitor training inputs	2BRCCs	5	-	3	2BEOs 4BRPs	6	-	6	2	-
	• Capacity Development of BRC/CRC/TOT	2BRCCs	8	-	-	3BRPs	3	-	-	-	-
	• Evaluate teachers' work	-	-	-	3	1BRP	-	-	-	2	-
	• Prepare resource persons for block/school visits	-	-	3MEOs 1MRP	-	-	-	2BEOs 1BRCCs	1	-	-
	• Organise teleconferencing for teachers	1BEO	3	-	-	-	-	-	-	-	-

III											
District Education Office											
•	Provide more TLM/books	-	-	2MEOs 1MRP	-	2PRPs	8	-	3	-	-
•	Appoint more teaching/non teaching staff	-	-	-	3	BEO 1BRP	4	-	-	-	-
•	Provide Vehicle/Funds for school visits	-	-	-	-	-	4	-	-	-	-
•	Organise and Supervise training for teachers	3 BRCCs 2 BEOs	8	4MEOs 6MRPs	10	BEO 4BRPs	6	BEO	8	-	-
•	Supervise BRCCs/CRCs to co-ordinate teachers activities	-	-	4MRPs	6	2BEOs 3BRPs	4	BEO BRCC	6	-	-
•	Visit schools to provide guidance for Quality Improvement	1 BEOs 2 BRCCs	11	5MEOs 7MRPs	14	BEO 3BRPs	13	BRCC	9	-	-
•	Organise meetings with Community/SMC and teachers	-	-	-	-	2BEOs	-	2BEOs 2BRCCs	2	-	-
•	Provide Information on new programmes, schemes, policies etc.	-	-	-	-	-	-	2BEOs 2BRCCs	3	-	-
•	Plan, Organise Monitor and Supervise schools- teachers	2 BEOs 3 BRCCs	8	-	-	-	-	-	-	-	-

District Education Office

A greater amount of support in a variety of areas and ways was expected from the DEO in comparison to the DPO by CRCFs. There were a few overlapping areas of support (Table 28) such as providing TLM/books, appointing more staff and visiting schools with the aim of providing guidance to teachers for quality improvement. CRCFs also felt that the DEO and associated staff should plan and organize immediate trainings for teachers vis-a-vis the DIET or BRCs, simultaneously supervising BRCs to co-ordinate teachers' activities in schools in a more effective and regular manner. This was crucial since no inputs had been imparted for improving education at the upper primary level in terms of teaching-learning in different subject areas. The focus on pedagogical practices so necessary for quality improvement had also not been given any attention by the authorities. It was visualized that all these inputs would help the CRCFs to guide, monitor and help teachers to achieve quality improvement within classrooms.

DIET

The role of the DIET was clearly visualised as an '*academic resource institution*' by all the CRCFs in the two blocks. They expected the DIET staff to undertake three major functions namely training, monitoring and evaluation of teachers' work. In addition, they also expected the DIET to build their own capacities and that of the block level functionaries so that sub-district functionaries would be better prepared and equipped to handle the upper primary stage of education.

Phase IV: Rajasthan (Alwar)

♦ Block Level

The four block level functionaries informed the research team that they were in closer association with the District Project Office and District Education Office as compared to the DIET. They received their instructions of *what was to be done* from the DEO/DPO on different aspects of DPEP and also SSA. Support in the form of an action plan, funds, facilities, TLM etc was reportedly supplied by the two offices. One of the block staff explained that *A number of meetings were also conducted by the offices for purposes of monitoring and receiving a feedback especially for DPEP. In SSA very few had been held.*

District Project Office

The role of the DPO and related support as visualised by the BEOs and BRCCs is presented in Table 28. The staff in Thanagaji, felt that the DPO staff should plan for provision of infrastructural facilities and teaching staff, by visiting schools to find out teachers' problems. Under the SSA, they expected the DPO to organise effective supervision, monitoring and evaluation of schools. The expectations from the Umrein BEO and BRCC vis-a-vis the DPO was confined to providing more qualified teaching staff at the upper primary level.

DIET

The role of the DIET was categorically stated to be that of a '*key training institution*' thereby equipping block, cluster and school staff to handle all types of school related activities. In addition, both the BEO and the BRCC from Umrein felt that in the future the DIET could also prepare effective block resource persons for providing subject wise teaching inputs to CRCFs and teachers.

District Education Office

The support expected by the block staff from the DEO was quite similar to that expected from the DPO, besides organising meetings with School management committees and teachers and supervising the block staff to co-ordinate DPEP and SSA activities in an optimal manner. Drawing up a need based training plan was another aspect mentioned by the BEO Thanagaji.

◆ Cluster Level

District Project Office

The major requirement from 8 out of 14 CRCFs from the DPO was that the office should immediately draw up a plan to provide for infrastructural facilities (Table 28). In addition, three CRCFs in Umrein, wanted the office to appoint more teaching staff with relevant subject expertise, since they had observed upper primary teachers facing problems in teaching subjects they were unfamiliar with. In Thanagaji, four CRCFs stressed the need for the DPO staff to visit schools to find out teachers' problems, interact with them especially at the initial stage of SSA.

DIET

12 CRCFs out of 14 expected the DIET to provide training to teachers on a continuous basis in various subject areas, amongst other aspects. They also wanted to be trained along with the block resource centre staff on various aspects. In addition to the DIET performing the role of a '*trainer*' they also felt that it should '*monitor*' and '*supervise*' training inputs at the classroom level and simultaneously guide teachers.

District Education Office

During the interview sessions, CRCFs expressed that the DEO was more important than the DPO and that both should work together in close collaboration. It was suggested that the DEO staff should visit all the schools at least once a year and plan trainings for teachers on quality improvement in collaboration with the DIET. Another expectation was that the DEO should closely supervise the block level offices, so that they in turn perform all their tasks/activities more effectively. Three CRCFs from Thanagaji wanted the DEO to give more information on new programmes such as SSA through booklets, brochures and guidelines, besides providing subject specific TLM for the upper primary classes.

Non-DPEP: Meghalaya (Jaintia Hills)

The two Deputy Inspector of schools referred to the important role of the DIET particularly in their district where training was to hold the key to change and improvement under SSA. They expected the DIET staff to provide subject specific training, monitor and evaluate teachers work regularly.

Across all the districts, block and cluster functionaries acknowledged and appreciated the key role being played by the three district level institutions. Two common features emerged. Firstly, practically all the sub-district functionaries perceived the role of the District Project Office and District Education Office to be more administrative than academic in nature, involving functions such as planning, organizing, appointing, providing funds/incentives and directions to BRCs, BEOs, CRCCs and teachers. Some degree of over-lapping of roles between the DPO and DEO was also seen. In contrast, the DIET's role was essentially visualized as that of key organization at the district level providing academic support. The need to activate the DIET and make it more functional under SSA was emphasized. Secondly, functionaries believed that the district level institutions would be able to resolve the entire gamut of identified problems whether related to improving the school environment, providing training, appointing teachers, reducing non-academic work, etc.

6.4 Provision of In-Service Training

At all the block level, most of the functionaries, across all the five districts, acknowledged the need for in-service training on SSA, its major features, strategies to implement alternative schooling and quality improvement at the classroom level. Bloc. Resource Persons across districts expressed a desire to be better equipped to provide subject specific inputs at the upper primary level, till resource persons or requisite staff were posted to handle this important area of work. They did not, however, outline details as to specific areas of training which was provided by cluster/school complex level functionaries that is discussed below for each of the selected districts separately.

Phase I: Maharashtra (Osmanabad)

◆ Cluster Level

In order to be able to help in improving the quality of education being delivered in upper primary classes by teachers, all the CRCCs (15) categorically emphasized the need for in-service training on various aspects (Table 29) on a priority basis. This would enable them to be better equipped and ready to fulfill their roles and functions at the upper primary level in the best way possible. All 15 CRCCs unanimously expressed the need for training in different subject areas. The maximum number wanted training in English and Science followed by Maths, History, Geography and Hindi. It is interesting to note that preparation and use of TLM also emerged as a separate area of training. Discussion revealed that CRCCs felt the need to be able to develop skills in this particular aspect with specific reference the teaching of science. Other areas cited were knowledge about and use of computers, techniques and methods for monitoring and evaluation of students' progress and use of child centered methodology at the upper primary

level. As one co-ordinator further elaborated - *"We have learnt about activity based, child centred methods for primary, how does one transfer it to higher classes" and "subjects are more content specific as one goes higher up, how does one balance the use of activity based teaching along with completing the syllabus at the upper primary, in the time available"*.

Three of the Kallamb co-ordinators also wanted information on *'Education For Life'* since it had been mentioned in the SSA framework. They needed a lot of clarification about this new concept such as - *'is it a separate subject', 'are we not already doing this informally', 'will we be given any materials/books to teach it'* etc. Finally, the immediate requirement of training on the various aspects of SSA in relation to their own roles and functions was also highlighted by eight CRCCs.

During the interviews, three significant issues related to training that also emerged were:

- Providing training by experienced resource persons, who are experts in specific subject areas at the upper primary level,
- Attending training was problematic since no staff was presently available to take care of the schools-children in the respective clusters in the absence of the CRCCs and
- Subject specific training is not a *'one time affair'* but needs to be continuous in nature.

Phase II: Andhra Pradesh (Vishakhapatnam)

♦ Teacher Centres - School Complexes

In view of the focus to be given to the upper primary stage of education under SSA, TCSs and SCRPs identified a number of areas/aspects in which they required training on a priority basis as is given in Table 29. The most important area as perceived by the maximum number of functionaries, 14 out of 18 was in providing knowledge and information in different subjects, besides upgrading their skills for ensuring effective teaching at the upper primary stage. Out of all the subjects, functionaries expressed a priority-wise need for training in Science, English and Mathematics besides Social Studies. As one of the TCS emphasized - *"we will not be able to provide useful academic support if we do not know the subject well and how the concepts can be taught effectively. For this, the method of teaching and use of TLM is equally important. The use of activity-based methodology at the upper primary is another aspect I do not know if I will be able to explain to these senior teachers. Only training from time to time will help me but I feel I need a lot of such training"*. Another suggested that *'the MRPs should be with us during the monthly meetings that follow all kinds of training inputs for us'*.

Management and administration of upper primary teachers, their problems and issues vis-a-vis the school community and students was also emphasized as an area requiring attention as was stated by four TCSs and SCRPs. Some of the TCSs confided that they were *"a little apprehensive about handling the more qualified upper primary teachers as compared to the primary under DPEP"*.

A training area specifically emerging in the tribal mandals was on use of different techniques for enhancing community participation. This was felt to be a requirement in view of the lack of parental awareness and commitment to their children completing elementary education. In the non-tribal mandals, four TCSs wanted MRPs to focus on preparation of subject specific lesson plans and question papers. This input, they felt would aid and promote their interaction with teachers, ultimately resulting in improving teaching. To further facilitate quality improvement, techniques and skills required for monitoring and evaluating students' and teachers' performance was also highlighted by all the tribal SCRPs, probably since their present job profile emphasized on this particular aspect.

Phase III: Bihar (Gaya)

◆ Cluster Level

In order to perform their new roles and functions and promote the delivery of quality education at the upper primary level, all the cluster level co-ordinators emphasized the need for a number of in-service trainings on various aspects. All 16 CRCFs wanted subject specific training inputs in English, Maths, Science, Social Studies and Physical Education as is reflected in Table 29, with the maximum number wanting clarification of concepts in mathematics, followed by English and Science. Another area, requiring attention particularly in the Imanganj block was developing skills in the use of laboratory (when provided) and science equipment. Since there was no science equipment available at the upper primary level, five CRCFs also expressed the need *"to be given training so as to be able to develop and use TLM till such time that the much required Science apparatus/equipment/models are provided"*.

Three CRCFs also felt that in view of the need for subject specific teaching by teachers, they should have the requisite skills to be able to organize short term (1/2/3 day trainings) at the CRC level. The felt need for immediate training was genuine, but CRCFs once again shared their concern with the research team about their being able to attend training as was highlighted by one of them, due to their multi-faceted job requirements as a *teacher, co-ordinator* and at times *headmaster*. Their role could be further facilitated if all the teachers were also better prepared to handle teaching in upper primary classes and the most appropriate way to do this was through in-service training.

Phase IV: Rajasthan (Alwar)

The four block level functionaries especially the two BEOs perceived a need for in-depth training on the SSA, its goals objectives, EGS & AIE and managing the CRCFs and Headmasters in a more efficient manner. In addition, the BRCCs stressed that if more block level resource persons were appointed for catering to upper primary requirements then they would also require subject specific training inputs.

Table 29: Perceived Training Requirements of Cluster/Teacher Centre / School Complex Functionaries for Quality Improvement at the Upper Primary Stage

S. No.	Training Areas/Aspects	States - Districts			
		Maharashtra Osmanabad (15)	Andhra Pradesh Vishakhapatnam (18)	Bihar Gaya (16)	Rajasthan Alwar (14)
1.	Education for Life	3	-	-	-
2.	Subject Specific	15	14	16	12
3.	Preparation and use of TLM	7	7	5	12
4.	Use of Laboratory and Science equipment	-	8	6	6
5.	Use of computer	5	-	2	3
6.	Information on new Developments and Changes	-	-	-	4
7.	Orientation/Training on SSA (roles, duties, schemes etc)	8	-	-	-
8.	Administration and Management of Schools	-	8	3	-
9.	Development of Skills in Organizing trainings	-	-	3	-
10.	Monitoring and Evaluation of Students	4	9	-	-
11.	Preparation of Lesson plans and Question papers	-	4	-	-
12.	Enhancing Community Participation	-	3	-	-
13.	Use of Child centered Methods at Upper Primary	2	-	-	-

Note: Jaintia Hills not represented as there were no CRC at the time of the study.

◆ Cluster Level

In total, contrast were the CRCFs who very emphatically stated that authorities need to organize a series of training programmes for them in view of their expanded role as an '*academic guide*' to upper primary teachers. Table 29 clearly highlights that 12 out of 14 CRCFs wanted subject specific training inputs in all the subjects along with preparation and use of TLM across subjects. Six CRCFs specifically desired training from experienced persons in the use of the laboratory and science equipment. A few also expected a focus to be given to providing information on new developments and changes and use of computers.

After training, CRCFs felt that the Block staff had a critical role to play as was expressed by one CRCF in that *our training is important and we should be exposed to a number of different trainings, otherwise it will be impossible for us to guide upper primary teachers. Also we need classroom support in transacting training inputs and giving demonstrations to teachers by the BRC staff.*

In-service training was considered a crucial input in realizing the goals of SSA. Block and cluster functionaries across all districts urgently demanded training on various aspects of SSA in particular EGS&AIE and strategies to achieve quality improvement. Subject specific inputs and preparation and use of TLM for the upper primary were training areas highlighted more by CRCs than their block level counterparts. A demand for training to be continuous, given by experts and regular follow-up being undertaken were other concerns highlighted by most SDFs.

7. Strengthening the Role of Upper Primary Teachers under SSA

Sub district functionaries in each of the selected districts pointed out to the team that the launching of the SSA had drawn their attention to the critical role and neglected status of upper primary teachers, since the programme laid an equal emphasis on quality improvement at both primary and upper primary levels. All the SDFs were emphatic about the need to focus on strengthening the role of this particular target group through a realistic, need based capacity building programme by the authorities. Both block/mandal and cluster/school complex level staff categorically stated that no specific training had been organized by them for upper primary teachers in the last two years or even more. Further, during the interviews functionaries also highlighted the following:

- Major problems faced by upper primary teachers
- In service teacher training needs and related issues
- Type of onsite support and guidance they perceived teachers needed within classrooms.

All the above aspects directly or indirectly had a bearing on effective planning and implementation of the SSA at the classroom level.

7.1 MAJOR PROBLEMS FACED BY UPPER PRIMARY TEACHERS

Phase I: Maharashtra (Osmanabad)

♦ Block Level

The major problem that block functionaries felt upper primary teachers faced was lack of subject wise knowledge and concept clarity in different subjects, particularly mathematics and science. This could probably be the result of lack of subject wise teachers as was highlighted by one of the BRCCs in Kallamb coupled with lack of training across the different subject areas (Table 30).

♦ Cluster Level

In comparison to their block level counter parts, cluster level co-ordinators highlighted a greater number of problems which teachers faced, probably a result of their closer interaction with them in schools. They felt that the single most important problem was lack of subject wise content knowledge, which was attributed to three major reasons - lack of subject specific training in the recent past, lack of subject teachers and not well-qualified teachers being appointed by authorities. The dismal situation at the upper primary was further compounded by lack of/insufficient TLM/equipment being available for transacting different subjects, particularly in Science and the different co-scholastic areas.

Teachers' involvement in non-academic work/duties also hindered their participation in class teaching and *'left little or no time for individual interaction with children'* as well as *'monitoring children's progress'*. These problems they felt could be addressed and resolved to a large extent through a two pronged approach namely:

- Providing need specific teacher training and
- Providing onsite support and guidance in schools by experienced resource persons.

Phase II: Andhra Pradesh (Vishakhapatnam)

The major problems faced by upper primary teachers as reported by mandal and TCSs/SCRPs were quite similar to that reported by teachers as is presented in Table 16. All the functionaries highlighted the lack of subject knowledge and content clarity amongst upper primary teachers. This was largely due to a significant number of teachers teaching subjects for which they had no relevant qualifications and/or expertise in as also due to lack of teachers, particularly in the tribal mandals. The situation was further compounded due to lack of training in subject areas for those teachers already teaching in schools.

Lack of infrastructural facilities mainly in the form of comfortable classrooms with enough space and materials, insufficient on near total absence of TLM, aids and equipment especially in Science only made teaching all the more problematic as was reported by ten of the functionaries. In tribal areas, SCRPs emphasized that lack of co-operation and involvement of the community, in particular parents was a major hinderance in achieving enrolment, retention and regular attendance especially of girl students.

Table 30: Perception of Sub District Functionaries on the Problems faced by Upper Primary Teachers

S. No.	Problems	States - Districts									
		Maharashtra (Osmanabad)		Andhra Pradesh (Vishakhapatnam)		Bihar (Gaya)		Rajasthan (Alwar)		Meghalaya (Jaintia Hills)	
		Block (5)	Cluster (15)	Mandal (15)	TCSs/ SCRP's (18)	Block (8)	Cluster (16)	Block (4)	Cluster (14)	Block (2)	Cluster (12)
1.	Lack of subject teachers/headmasters	1 BRCC	7	2MEOs 5MRPs	9	2BEOs 1BRP	8	2BEOs 1BRCC	8	2	
2	Lack of subject wise content knowledge	2 BEOs 3 BRCCs	12	1MEO 5MRPs	13	2BEOs 4BRPs	13	BEO 1BRCC	4	-	
3	Insufficient materials equipment	-	8	4MEOs 8MRPs	10	BEO 4BRPs	13	BEO 2BRCCs	9	2	
4.	Lack of proper classrooms and facilities	-	-	2MEOs	6	-	12	1BEO	2	2	
5.	Burden of non academic work	-	6	8MRPs	-	3BRPs	5	1BEO	5	-	
6.	Lack of community support and co-operation	-	-	5MRPs	6	-	-	1BRCC	3	-	
7.	Lack of orientation and training	1BEO 1 BRCC	8	3MEOs 7MRPs	12	-	-	-	-	2	
8.	Less qualified teachers	-	2	-	-	-	-	-	-	-	

Phase III: Bihar (Gaya)

At the upper primary level, Block and Cluster Functionaries perceived that teachers faced a variety of problems largely due to lack of basic inputs that are necessary if quality education is to be attained. The most obvious problem highlighted by the two BEOs, four BRPs and 13 CRCFs was lack of subject knowledge Table 30. This problem became all the more serious, considering that there were an insufficient number of subject teachers appointed at the upper primary level. It was reported by SDFs that many a times, teachers had to teach Science or Mathematics when they had no content knowledge of the same. Co-ordinators felt that lack of subject knowledge definitely affected the quality of teaching-learning in classrooms. This basic problem was further aggravated due to *the near absence of appropriate TLM or equipment for teachers to use while teaching, making curriculum transaction all the more difficult particularly in subjects like Science and Social Studies.*

CRCFs informed the team that these problems had been brought to their notice as they had been repeatedly emphasized by upper primary teachers during the monthly meetings and visits to schools. As one CRCF pointed out - *there are some upper primary teachers who also teach at the primary level, so we get a chance to talk to them and they find their teaching task difficult to do given the existing deplorable conditions of classrooms, coupled with lack of subject specific training and TLM being unavailable.*

In addition, the master trainers and four CRCFs further added that after observing what has been done under the DPEP, upper primary teachers were also desirous that they are given in-service training and provided onsite support and guidance in schools for the higher classes. Cluster functionaries also fully endorsed the need to provide onsite academic support and guidance to upper primary teachers.

Phase IV: Rajasthan (Alwar)

It is interesting to note the similarities in the perception of block and cluster staff regarding teachers' problems as compared to that reported by teachers in both blocks, in Section I of the report. Out of all the problems listed maximum number of staff highlighted the major deterrent as lack of teachers with subject expertise. This they felt affected the quality of teaching-learning especially in the higher classes. The effectiveness of curriculum transaction was also hindered by lack of materials/equipment and subject specific knowledge. The staff in Thanagaji felt that community support was not to the level desired which affected both the children's participation and learning levels.

Non-DPEP: Meghalaya (Jaintia Hills)

Four major problems that the two DIs perceived were being faced by upper primary teachers were lack of experienced staff to teach different subjects at the upper primary. In addition, lack of/ or minimum infrastructural facilities, no TLM were other common problems that existed in most upper primary classes. Finally, lack of training coupled with no pre-service education only made the situation worse.

7.2 In-Service Training Needs and Related Issues

All the functionaries fully endorsed the usefulness of in-service training in preparing, enhancing and sustaining upper primary teachers' efforts in schools. This input became all the more crucial in view of the fact that no specific training geared to meet the requirements of upper primary teachers had been imparted in the last two years. All the SDFs gave their suggestions based on their field level experience assessment of teachers' problems and interaction with teachers during the monthly meetings and/or school visits under the DPEP.

Phase I: Maharashtra (Osmanabad)

All the block level functionaries and 12 out of 15 cluster co-ordinators categorically stated that they had not organized any specific training for upper primary teachers and/or headmasters in the last two years. The remaining three co-ordinators reported in the affirmative, since they had visualized orientation for conducting the household survey by teachers as training.

The block staff and all the cluster co-ordinators categorically stated that teachers at the upper primary level needed immediate training in different subject areas (Table 31) and that training should be organized at the CRC as it was an institution/support structure much closer to the schools than the Block Resource Centre or DIET. This would facilitate cluster co-ordinators to regularly follow-up the impact of training at the classroom level. Cluster co-ordinators would give a more detailed idea as to teachers' actual needs and gaps that were required to be addressed through training. They felt that subject wise inputs in English, Science and Mathematics were required more than Marathi. This has also been corroborated by teachers in the two blocks (Table 31). However, training in the use of appropriate methodology for science teaching was a close second as an area of intervention highlighted by four CRCCs from each of the blocks. The urgency to impart training in Science on a priority basis was stressed, since most schools hardly had any TLM/equipment to use, nor a science laboratory. Three CRCCs also felt that teachers should be given training in co-scholastic areas as these were being neglected, since teachers with expertise in the subjects concerned were not being appointed by the authorities.

Phase II: Andhra Pradesh (Vishakhapatnam)

The mandal and school complex level functionaries pointed out a variety of training areas they felt were important in strengthening the role of upper primary teachers as is presented in Table 31. In keeping with the expected trend, practically all the mandal level functionaries and 8 TCSs and 5 SCRPs stated that training inputs in subject specific areas were the most crucial at this level of education. The next area perceived as important was requirement for pedagogic inputs i.e. strengthening classroom practices and processes through effective teaching methodology and use of TLM.

An area of concern that had not been focussed upon before under the DPEP and required specific attention according to the mandal and school complex level staff was that of school health, sanitation and co-scholastic areas, since it was generally perceived that these aspects assumed greater significance in teaching at the upper primary level. 3 SCRPs from the tribal mandals felt that teachers should also be provided information and relevant skills be developed in evaluating students' performance across different subject areas.

Table 31: Training Needs of Upper Primary Teachers as perceived by Sub-District Functionaries

S. No.	Areas of Training	States - Districts									
		Maharashtra (Osmanabad)		Andhra Pradesh (Vishakhapatnam)		Bihar (Gaya)		Rajasthan (Alwar)		Meghalaya (Jaintia Hills)	
		Block (5)	Cluster (15)	Mandal (15)	TCSs/ SCRP (18)	Block (8)	Cluster (16)	Block (4)	Cluster (14)	Block (2)	Cluster (2)
1.	Subject specific inputs	2 BRCCs	15	5MEOs 7MRPs	13	2BEPs 6BRPs	16	2BEOs 2BRCCs	12	2	
2.	Methodology for teaching Science	-	8	2MEOs 3MRPs	8	3BRPs	4	BRCC	5	-	
3.	Techniques for increasing Community Participation	-	-	-	-	BEO	-	BEO	4	-	
4.	Preparation and Use of TLM	-	4	2MEOs 2MRPs	5	-	8	BEO BRCC	9	1	
5.	Provide information on New changes, Modern Technology and Use of Computers	2 BRCCs	-	2MRPs	-	-	5	-	5	-	
6.	Lesson Planning	-	-	-	-	-	-	1BEO	-	-	
7.	School Health & Sanitation	-	-	2MRPs	7	BEO 1BRP	7	-	-	-	
8.	Transaction of Co-scholastic Areas	1 BRCC	3	-	-	-	6	-	-	-	
9.	Evaluation of Students' work	-	-	1MEO 3MRPs	3	-	-	-	-	-	

Phase III: Bihar (Gaya)

♦ Block Level

All 16 co-ordinators The two Block Education Officers and all six TOTs, emphatically stressed the need for teachers at the upper primary level to be trained in each of the subject areas they were presently teaching. As three of the master trainers explained – *'teachers are not very confident about teaching different concepts', and 'find some lessons difficult to explain to children since they have had no training so far, so subject inputs are the most important area'*. In addition, strategies and techniques for teaching of science with the help of TLM/equipment aids, etc. was also highlighted by the three TOTs. All the functionaries were unanimous in emphasizing the need for onsite follow-up guidance and support after training had been imparted.

♦ Cluster Level

All 16 co-ordinators unanimously felt that teachers required training in specific subject areas particularly, Science, Maths and English. The focus on Science as a subject requiring more inputs is also further reflected in that, a few CRCFs perceived teachers requiring training in use of methodology for teaching of science and preparation and use of TLM in Science.

Other areas felt to be important were transaction of co-scholastic areas, information on new changes and recent developments and activities to promote better school health, sanitation and sports activities. As suggested by their block level counterparts, CRCFs also emphasized that training should necessarily be followed by onsite support and guidance in classrooms to further strengthen the use and impact of training inputs, otherwise it would result in training loss.

Phase IV: Rajasthan (Alwar)

All the sub-district functionaries were unanimous in their acknowledgement of the dire need for upper primary teachers being trained by experienced and qualified resource persons. Without this major input no qualitative change or improvement could be expected at the upper primary level *"a special focus needs to be given especially to continuous training of upper primary teachers if quality is to be achieved"* was strongly endorsed by one of the BEOs.

Based on their own observations and feedback received from upper primary teachers in informal discussions, SDFs pinpointed a variety of training areas as is presented in Table 31. Subject specific training inputs were emphasized as the most necessary aspect by all four block functionaries and 12 out of 16 CRCFs. In addition, the BRCC from Thanagaji and CRCFs from the two blocks were of the opinion that upper primary teachers needed to know how to teach science more effectively. BEO Umrein, felt that skills should be developed in planning of lessons as this would help to improve classroom transaction, whereas the BEO Thanagaji highlighted the need for teachers to be equipped with techniques for increasing community participation at the upper primary level. The latter suggestion was supported by four CRCFs from the same block

Non-DPEP: Meghalaya (Jaintia Hills)

With a view to strengthening the existing knowledge and skills of upper primary teachers, the two DIs stated that training needed to be given in different subjects and related preparation/use of TLM.

Inclusion of upper primary under the SSA gave rise to an entire range of training areas particularly with reference to the classroom teacher. The single most important area was that of providing subject specific inputs to upgrade knowledge, develop concept clarity, use new methods and prepare TLM especially in science and social sciences. In addition, developing skills to transact co-scholastic areas, lesson planning, monitoring and evaluation of students, use of computers and school health and sanitation were also perceived as necessary by SDFs.

7.3 METHODS USED FOR PLANNING IN-SERVICE TRAININGS

In the present context under the DPEP, a common methodology was reportedly used by both Block and Cluster Level staff across the four DPEP districts, to decide the focus of training programmes. This largely depended upon observation of schools and teaching during the school visits conducted by them. In addition, the other major strategies reportedly used were:

- District plan of action
- Directions given by the District and State authorities
- Conducting formal needs assessment

In Vishakhapatnam, trainings were largely based on the Annual Plan of Action for the District, particularly in the non-tribal mandals. In the tribal mandals, SCRPs reported that in-service programmes were organized as per the directions given by the Project Resource Centre at Paderu and respective Headmasters of the concerned School Complexes. Probing revealed that in all the districts very rarely was a formal needs assessment undertaken prior to developing a training plan.

Funds for organizing trainings were also provided by the district/block authorities, depending on criteria such as the number in the target group, number of days the training is to be conducted and TLM required. It was also clarified that so far, all the trainings imparted for teachers under DPEP had been conducted at the respective Block Resource Centres/other suitable buildings if a BRC was not established as in Osmanabad.

However, in the SSA, CRCFs particularly in Gaya, Alwar and Osmanabad opined that a few training programmes could also be organized at the cluster level, since reasonably good facilities were available and it would be logistically more feasible. This, however, needed to be undertaken in collaboration with the Block staff for providing academic resource support since guidance would be required much more in the conduct of in-service trainings for the upper primary level.

7.4 MODE OF EVALUATION - FOLLOW-UP

All the block functionaries and most of the Cluster-School Complex Level Co-ordinators in the four DPEP districts reported that evaluation and follow-up was conducted both during and after training was delivered. Generally, questionnaires and tests were administered or discussion conducted with the trainees to assess how much they had learnt or imbibed during training. In addition, an effort was also made by both block and cluster staff during their school visits to assess the impact of training inputs at the classroom level. This was assessed in terms of changes and improvement seen in curriculum transaction, use of TLM, children's performance, teachers confidence amongst other aspects between the pre and post training phases.

To further improve the modus operandi, a number of suggestions were proposed as to how follow-up and resultant feedback could be further improved upon by Kallamb block staff. They felt that the DIET could participate in a school-wise action research exercise. The CRCCs proposed initiatives such as - *"headmasters should supervise what is done by teachers in the classroom after training"*, *"co-ordinators and headmasters should discuss important points for improvement after both have observed teaching jointly"* and *"more science and technology needs to be used in follow-up work"*. These suggestions were based on CRCCs experience in DPEP and they felt that if these interventions were incorporated into the existing mechanism for follow-up and evaluation it would only further improve the system under SSA. The CRCCs role in this exercise particularly in Gaya and Alwar was generally limited to *"discussing issues that come up in the post training period during the monthly meetings held in the CRC and trying to provide solutions, sometimes in the presence of one of the resource persons from the BRC"*. It was also reported by most of the cluster functionaries that the frequency of school visits to monitor the utility training was limited *"or almost negligible though desirable but difficult to undertake due to their part time role as a CRCC"*, except in Osmanabad and to a certain extent in Vishakhapatnam.

The co-ordinators particularly at the cluster level emphatically stressed the need to conduct follow up, evaluation and provide feedback much more regularly than was being done in DPEP. Some gave a few suggestions that the practice could be improved by:

- Reducing non academic work,
- Involving the resource groups and outside experts to a greater extent,
- Holding meetings more frequently at different schools in each cluster and
- Associating the DIET staff and officers who were inspectors/supervisors.

Functionaries reported the use of common methods in planning and organizing in-service trainings under DPEP based on the district plan of action, directions given by state-district authorities and formal needs assessment. Under SSA, they felt trainings could be organized at the cluster level much more as this would be more feasible. SDFs also acknowledged that evaluation and follow-up of trainings was conducted either during or after the programme through tests, questionnaires, discussions or school visits. Functionaries suggested that this procedure should be more organized and a regular feedback provided to teachers to improve classroom practices-processes.

7.5 TYPE OF ONSITE SUPPORT AND GUIDANCE REQUIRED BY TEACHERS

Each functionary who was interviewed from the block and cluster levels categorically emphasized the importance of providing regular onsite support and guidance to upper primary teachers. This particular aspect was highlighted not once but many a times during interviews. Functionaries felt very strongly about planning realistically for the implementation of this particular component, based on their DPEP experiences at the primary level.

Phase I: Maharashtra (Osmanabad)

Block level staff fully endorsed the need for onsite support and guidance to be provided to teachers. They felt that this major input was basically required for effective curriculum transaction, preparation of lesson plans and their evaluation, use of TLM and classroom organisation and management at the upper primary level. The importance of this particular aspect for quality improvement could not be stressed enough by CRCCs during the interviews as they ***"could see the rich returns in classrooms particularly in classes 1 and 2 under DPEP"***.

CRCCs further elaborated on what kind of support/activities needed to be performed to help teachers in classroom settings as is given in Table 32. The most important type of onsite support that was visualized by co-ordinators was observing how teachers taught in classrooms, followed by providing suggestions for improvement as an immediate feedback. As one CRCC emphasized ***"Identifying hard spots in different lessons while being transacted by a teacher is crucial for improving teaching-learning, and this can only be done if we see it for ourselves"***. Another strategy suggested by six CRCCs was that of actually demonstrating how to transact a particular lesson and thereby also deal with hard spots and difficulties in the lessons. In addition, it would also help to ***"show how classrooms can be organized and managed for teaching different subjects"***. As one CRC felt ***"seeing is believing specially if teaching is demonstrated in the same setting as the teacher teaches on a daily basis, rather than in a different setting as is sometimes done in trainings"***. Demonstrations were not only to be confined to teaching, but CRCCs suggested that a special focus needed to be given by co-ordinators in the use of TLM in different subject areas. Thus, interacting more frequently with teachers, discussing issues, difficulties, their strengths and weaknesses and resolving the same were other ways also visualized as necessary in providing support.

It is interesting to note that the type of support perceived by CRCCs for teachers in classrooms is similar to that expected by teachers (Section A Table 11) for quality improvement.

**Table 32: Type of Onsite Support and Guidance needed by Upper Primary Teachers as perceived by Cluster/
Teacher Centre - School Complex Functionaries**

S. No.	Type of Onsite Support	States - Districts			
		Maharashtra (Osmanabad)	Andhra Pradesh (Vishakhapatnam)	Bihar (Gaya)	Rajasthan (Alwar)
1.	Observe Classroom Teaching to identify hard spots/difficulties	9	14	13	9
2	Demonstration of Lessons	6	14	5	6
3.	Provide TLM and demonstrate its use in teaching	6	10	6	8
4	Provide Lesson plans and syllabus in time	-	-	6	-
5.	Provide lesson wise inputs and 'model lessons	-	*7	8	-
6.	Provide remedial help to poor and needy students	4	-	6	-
7.	Conduct meetings in schools to identify and resolve teachers' problems	4	9	9	6
8	Enhance Community participation in schools	-	-	-	8
9.	Provide feedback of teachers problems to headmasters	-	-	-	8
10.	Trainers to visit schools and provide suggestions to take corrective action	-	12	13	-

Note*: Jaintia Hills not represented as there were no CRCs at the time of the study.

Phase II: Andhra Pradesh (Vishakhapatnam)

Mandal and school complex level staff unanimously acknowledged and categorically emphasized the importance of providing continuous onsite support and guidance to upper primary teachers once training had been delivered. This practice, they felt should become a permanent feature under the SSA. On probing as to what kind of onsite support and guidance was perceived to be required by teachers, a wide variety of activities were suggested by TCSs and the SCRPs who were also MRPs in the tribal mandals (Table 32)

All the inputs suggested are related to improving the overall teaching-learning strategy in transacting the curriculum. Maximum number of functionaries 14 out of 18, highlighted two specific areas. Firstly, identifying hard spots/units/lessons while teachers are teaching and immediately demonstrating how to deal with them Secondly, providing a laboratory and science equipment in schools and demonstrating its correct and proper usage. Closely related to these two aspects was demonstrating how to use TLM in teaching specific subjects as was pointed out by 10 functionaries. TCSs and SCRPs also drew attention to the need to pay special attention to providing and using TLM particularly in science, followed by social studies. In addition, demonstrating proper use of training inputs and discussing problems faced by teachers in classroom teaching were other inputs perceived to be crucial in improving the overall quality of education. Finally, half the functionaries also felt that it would be useful to demonstrate teaching an entire model lesson, from time to time in the classroom.

Phase III: Bihar (Gaya)

In providing quality onsite support and guidance to teachers in classrooms, 13 CRCFs detailed out what should be done in classrooms step by step, namely:

- Observing what teachers are doing while teaching lessons,
- Identifying hard spots and other difficulties faced by teachers during curriculum transaction,
- Providing lesson wise inputs and resolving the hard spots and difficulties faced immediately while teaching was going on.
- Demonstrating actual transaction of lessons.
- Providing model lesson plans as an aid to better teaching from time to time.

Two other strategies that were suggested by 9 CRCFs were conducting meetings in schools and discussing the 'seen' issues and resolving them in a collaborative way. Another option, suggested by 13 of them was that of involving trainers (themselves/or BRC staff and BRG) so as to follow-up training inputs and give an immediate corrective feedback to teachers in the classroom setting itself. They also pointed out that the very concept of onsite support involving all the above activities required a lot of time, which was not available for CRCFs due to their multifaceted roles - responsibilities. Therefore, the major issue of limited time required to be addressed before any kind of onsite support was envisaged to be feasible under the SSA.

Phase IV: Rajasthan (Alwar)

With regard to the type of onsite support and guidance to be provided to teachers, the block functionaries stated that it was definitely required on a regular basis so as to improve classroom teaching and curriculum transaction. However, the CRCFs, detailed out what was exactly needed which is presented in Table 32. As can be seen from the table, most of the functionaries have placed emphasis on actual demonstration and classroom work by CRCFs alongside teachers, to show them how transaction of subjects is to be achieved in a more effective manner, besides resolving their problems.

Across districts, functionaries unanimously acknowledged that onsite guidance and support holds the key to quality improvement. The type of onsite academic support perceived to be necessary was in the form of preparation of lessons plans, its transaction, use of TLM, identifying difficult units/hard spots and familiarizing teachers with the use of laboratory and science equipment. Simply, identifying areas of support was not enough, cluster functionaries in particular were concerned about the feasibility of providing academic guidance in classrooms due to limited availability of time. The intervention of state-district authorities was required.

An attempt has been made to highlight the major issues emerging across all the districts, based on the discussion in both the Sections A and B.

Major Issues Emerging from the Perceptions of Teachers and Sub-District Functionaries in Selected Districts

A wide range of critical issues emerged from the analysis of the perceptions of teachers and SDFs across selected districts on aspects thought to influence and determine quality improvement at the upper primary level. The major issues are highlighted separately with reference to the two groups of respondents namely teachers and sub-district functionaries:

I. Teachers

A. General

- Lack of infrastructural facilities in upper primary schools-classes.
- Lack of suitable and adequate TLM and equipment (models, charts, kits, etc.) for curriculum transaction.
- Lack of qualified teachers with subject specific expertise and exposure to teaching at the upper primary level.
- No specific or special training for meeting the needs of upper primary teachers.
- Relative neglect of co-scholastic areas -games, music, art, craft etc in comparison to scholastic areas.
- Lack of skills in achieving a balance between content delivery and the recently advocated pedagogic practices being used in primary classes.
- Lack of skills in transacting a child-centered activity based pedagogy in upper primary classes.
- Lack of knowledge and relevant skills of teachers in different subject areas
- Learning gaps in actual and expected attainment levels of children at the entry level of the upper primary level.
- Lack of community interest in children's completion of the elementary stage of education

B. Specific

To achieve the goal of quality improvement, two issues that were specifically emphasized by teachers during the interviews and interactions and therefore merit a separate focus are:

- Lack of training and orientation and
- Lack of school based onsite academic guidance and support.

(i) Lack of Training and Orientation

Teachers expressed a genuine concern regarding their level of preparedness in dealing with the aspects mentioned below that had a direct relevance to the delivery of quality education within classrooms, namely:

- Imparting Subject Specific Inputs
 - Content upgradation and clarity of concepts
 - Preparation and use of TLM
 - Monitoring and evaluation of students' progress
 - Dealing with hard spots/difficult units/lessons
- Transaction of Co-Scholastic Areas
 - Education for Life
 - Developing positive values
 - Developing healthy living skills
- Integration of Co-Scholastic with Scholastic Areas
- Usage of Computer and other Audio-Visual Aids for promoting learning amongst students.

(ii) Lack of School based Onsite Academic Guidance and Support

Functionaries at both levels perceived onsite academic support and guidance as the single most important variable influencing quality improvement. Regular and continuous school based support was perceived to be necessary in both scholastic and co-scholastic areas by one and all. However, most teachers with the exception of those from Jaintia Hills district, categorically stated that this would not be possible unless authorities resolved certain district specific issues/concerns vis-à-vis the existing demands under DPEP and those emerging due to the launching of SSA as are outlined below:

PROMOTING ON SITE SCHOOL BASED ACADEMIC GUIDANCE : KEY ISSUES

S.No.	State/Districts	Key Issues
1	Maharashtra (Osmanabad)	<ul style="list-style-type: none"> • Feasibility of one CRCC handling both primary and upper primary • Qualifications and experience of CRCCs vis-a-vis need to support upper primary teachers and provide subject wise inputs • Feasibility of existing centre being able to cater to in-service training requirements for upper primary.
2	Andhra Pradesh (Vishakhapatnam)	<ul style="list-style-type: none"> • Redefinition of the role of TCSs/SCRPs • Triple role performed by TCSs as TCS, Head teacher and Teacher • Overlapping of roles-functions of MRPs and SCRPs
3	Bihar (Gaya)	<ul style="list-style-type: none"> • Part time nature of the cluster co-ordinator • Dual role of CRCC as co-ordinator and headmaster in some clusters • Burden of non academic work involving considerable time • Qualifications and teaching experience of CRCCs at the upper primary level • Existing capacities/skills of CRCCs vis-a-vis academic guidance required at upper primary
4	Rajasthan (Alwar)	<ul style="list-style-type: none"> • Capacity of CRCC to handle primary and upper primary teachers requirements • Burden of non academic work. • Number of schools covered by each cluster centre • Distances between location of schools and CRC

II. Sub District Functionaries

With the inclusion of the upper primary level under SSA, Sub-District Functionaries (SDFs) identified a number of issues that directly or indirectly affected the effective transaction of their roles-functions such as:

- Insufficient number of staff at cluster and block/mandal levels to cater to the additional requirements of upper primary teachers, particularly in providing onsite school based academic guidance and support,
- Viability of part time deputation particularly at the cluster level,
- Suitability of existing qualifications of block-cluster functionaries and their level of preparedness to handle delivery of content in upper primary classes,
- Existing level of subject expertise and teaching experience of resource persons deputed/appointed at the block level to handle subject specific problems and academic requirements of upper primary teachers,
- Lack of training in handling various aspects of upper primary classroom requirements,
- Overload of administrative/non-academic work,
- Difficulty in selection and appointment of block level resource persons in the block resource centres due to non-availability of persons,
- Distribution of the number of schools per cluster, vis-a-vis distances and type of terrain to be covered,
- Insufficient infrastructural facilities and lack of appropriate and sufficient TLM in BRCs and CRCs, for catering to upper primary requirements,
- Extent to which overlapping of roles-functions at the two levels is required,
- Balancing administrative and academic roles especially at the block level,
- Lack of clarity on roles to be performed by SDFs, resource groups and headmasters for supporting upper primary teachers,
- Triple role performed by CRCCs and TCSs,
- Lack of clarity regarding the 'ideal mix' of functions to be performed to achieve quality improvement in view of role expansion to upper primary and
- Non-functional role of DIETs, particularly in training, monitoring and evaluation of school based interventions.

On a closer examination of the issues that have been outlined, it is quite apparent that there are some issues common to both levels of functionaries i.e. teachers and SDFs and others specific to a particular cadre of functionaries only.

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SECTION - C

DISTRICT LEVEL FUNCTIONARIES

This section highlights the major observations made by district level functionaries as well as some block and cluster functionaries in the group discussions conducted in each of the selected districts, on the first day of data collection. In every district, an attempt was made to invite all the district level functionaries i.e., District Education Officer, District Project Officer/Assistant Project Officer, members involved in the District Primary Education Programme, 2-3 members from the concerned DIET and all the block education officers and cluster co-ordinators. A list of the officials who attended the meetings held in each of the selected districts is given in Appendix IV.

During the discussions, a wide variety and range of topics/areas related to the planning, implementation and monitoring of the DPEP and SSA were focussed upon. A brief summary of the activities undertaken by the districts after launching the SSA, major problems/concerns and future action points that would be taken, has been highlighted below. This provides an overview of the existing situation in each of the selected districts as perceived by key functionaries across different levels of operation.

MAJOR OBSERVATIONS

DPEP Phase I: Maharashtra, Osmanabad District

1. Activities Undertaken under SSA:

- Conduct of household survey by teachers and VEC members,
- Filling up of school information formats,
- Development of habitation, cluster and block level plans,
- Development of village education registers,
- Orientation of planning teams and
- Enrolment drives, '*mashal daud*' in some villages and '*dnyanyatra parikarath*'.

2. Major Problems/Concerns:

- Lack of infrastructural facilities with most of the upper primary schools without library, laboratory, playground, toilet, handpumps and electricity,
- Lack of subject teachers with requisite qualifications,
- Lack of/no training given to upper primary teachers,
- Lack of sufficient space in BRC/CRC,
- Headmasters less qualified than the other teachers, promotion based on seniority,

- Lack of preparedness of BRCCs and CRCCs to handle upper primary teachers requirements,
- Community not so concerned about children completing entire elementary education and
- Enrolling out-of-school, difficult to reach children.

3. Future Action Points:

- Providing of TLE to upper primary schools,
- Focussing on disabled and out-of-school children and upgrading 'vastishalas' into formal schools,
- Undertaking research studies to assess training needs, BAS and student evaluation,
- Implementing a common exam at the end of Class IV, for purposes of quality monitoring,
- Training of teachers through teleconferencing and
- Consolidating the gains of DPEP.

DPEP Phase II: Andhra Pradesh, Vishakhapatnam District

1. Activities undertaken under SSA:

- Awareness training of two days at the mandal level for conduct of the household survey,
- Interaction with School Education Committees, Village Education Committees and Gram Panchayats to elicit their cooperation in the conduct of the household survey. Village secretaries were also consulted,
- An orientation programme was conducted at the district level for Mandal Education Officers and Mandal Resource Persons on SSA,
- Habitation wise household survey completed,
- Preparation of school profiles,
- Preparation of a mandal level plan based on the household survey data collected, sent to the district level and
- A need assessment survey of teachers' requirement completed in eight mandals. There is a plan to extend this activity to all mandals in the near future.

2. Major Problems/Concerns:

A. General

- The single most important problem repeatedly emphasized by each and every functionary was that, too much time was being spent by the MEOs and MRPs on collection of information from schools/teachers and passing on the same to higher authorities. This job responsibility left very little time for academic guidance and supervision of teachers in actual classroom settings,
- Lack of qualified teachers in specific subject areas,
- Need to fill up teacher vacancies in upper primary classes,
- Lack of subject specific training inputs for content up-gradation in Hindi, Telugu, English

- and Science for Mandal Resource Persons and teachers,
- Insufficient number of Mandal Resource Persons to cater to the needs and requirements of upper primary teachers,
- Lack of infrastructural facilities at upper primary levels, particularly library, laboratory, equipment for sport, games and physical education and additional classrooms and
- No attention being given to repairs and maintenance of existing structures.

B. Tribal Mandals

- Lack of access to formal schools in 900 villages where the population is less than 300-400, with only 4-5 per cent children at the elementary stage of education,
- Lack of Parental involvement in educating their children, particularly the girl child who is generally required for household/sibling care, while the parents go to work. Parents in these areas prefer *Ashram* schools since this type of setting provides food, clothing, shelter and security to the children,
- Unsuitable Formal School Timings deters children's enrolment, retention and total participation,
- Teacher absenteeism is quite high and lack of motivation in those teachers who come to school due to a number of hindrances such as - lack of classrooms, TLM, insufficient teachers along with lack of regular monitoring and lack of subject specific teachers at the upper primary level,
- Lack of Training, particularly to upper primary school teachers in subject specific areas for nearly 3-4 years,
- Difficulty in regular monitoring due to distances, terrain and relative isolation of schools making them inaccessible and
- Retention of the girl child from Class III onwards.

3. Future Action Points:

- Organizing orientation and training programmes for different functionaries particularly at the mandal level on different aspects of SSA and techniques for improving the quality of education at the upper primary stage,
- Training to all Mandal Education Officers either by the NCERT or SCERT for a minimum period of 20-30 days on different aspects related to quality improvement at the upper primary stage,
- Reducing the burden on MEOs and MRPs by providing additional support to MEOs for both academic and administrative work,
- Strengthening the monitoring and supervision system at the mandal level,
- Exploring the possibility of establishing a human resource development cell at the mandal level comprising subject specific B.Ed. trained MRPs for handling the upper primary stage of education. This cell would be under the supervision and control of the Mandal Education Officers and
- Supplying palm type mini computers to each mandal resource person for monitoring class wise attendance in all schools.

DPEP Phase III: Bihar, Gaya District

1. Activities Undertaken:

- Meetings organized at different levels block, cluster and village involving VEC members, Utpreraks and Mata Samities,
- Conduct of household survey in all villages,
- Development of habitation plans,
- Comparative study of BAS/MLS and Analysis of Class VIII undertaken,
- Opening of EGS & AIE centres to cater to needs of out-of-school (difficult to reach) children,
- Strengthening of Block Level Management structure and
- Promoting computer usage for effective monitoring of schools-teachers.

2. Major Problems/Concerns:

- Poor condition of school buildings. A lot of repair and maintenance work, particularly at the upper primary level. Blackboards are usable but the roof of the building in particular in a bad condition, furniture also not available in most upper primary classes,
- Lack of teachers and those appointed not suitably qualified to teach subjects at the upper primary level, especially eighth standard,
- No TLM or TLE displays in the schools. Teachers teaching classes I and V had prepared a lot of TLM under DPEP, but no TLM for upper primary.
- Teachers were appointed for teaching at entire elementary stage (Classes I to VIII), but teachers unable to teach all the subjects,
- No kits or equipments for the upper primary level,
- Children come to the middle schools from 3/4/5 villages. Difference in the enrolment and attendance figures,
- In the Imamganj, the most remote block, existence of quite a few single teacher middle schools.

3. Future Action Points:

- State is considering full time appointment of CRCC and CRC structure to be strengthened by establishing Cluster Resource Groups,
- Honorarium needs to be given to those involved, especially retired persons,
- A science laboratory to be established in the CRC,
- More TLM to be supplied for upper primary classes,
- Further, enrichment of the library, catering to teachers requirements in classes 6,7 and 8,
- Training to be given to CRCCs on all subjects leading to upgradation of content knowledge and concept classification and
- CRCCs may have to be changed if they are not well qualified for providing upper primary onsite support and guidance.

DPEP Phase IV: Rajasthan, Alwar District

1. Activities Undertaken under SSA:

- Focus on enrolment of children through campaigns,
- Household survey completed,
- Discussions held on restructuring of using BRCs and CRCs more effectively,
- Status of school facilities reviewed and
- Discussions and meetings held from district down to village levels on SSA.

2. Major Problems/Concerns:

- Lack of infrastructural facilities (electricity, toilets, water),
- Lack of TLM, library and laboratory,
- Large number of schools have high enrolments and not sufficient classrooms,
- Community unaware of the need and importance of education,
- Irregularity of teachers in Umrein as more than 60% are females residing in Alwar,
- Playgrounds are available but no compound wall present,
- Lack of subject specific teachers at upper primary,
- Burden of non-teaching duties and
- Lack of training to deliver subject specific inputs.

3. Future Action Points:

- Resource persons at block and cluster levels need to be prepared to handle upper primary,
- Vacant posts to be filled up,
- Delivery of subject specific training at all levels,
- Linkages between BRCs, DIETs, NGOs and RPs of DPEP need to be developed,
- CRCC recruitment policy and qualifications need to be reviewed,
- DIET to be given proper residential facilities and
- Proper utilization of secondary schools.

Phase V: Non-DPEP - Meghalaya, Jaintia Hills

1. Activities Undertaken under SSA:

- Awareness Campaign for 15 Cluster centres/Market places in the months of February and March 2002,
- Community mobilization, Awareness Campaigns and training programmes have been conducted for the village headmen of the five blocks in the district,
- School based activities for conducting Awareness Campaigns at the village and cluster level have been undertaken by 22 schools in 22 villages. This activity is still to be continued by the schools/NGOs in some more villages/clusters,

- 250 villages have been issued with Village Education Registers with proper instructions for entry of data and also to constitute Village Education Committees,
- Video coverage for the activities of SSA has been done and the video cassette has been developed as a document to support the activities of SSA in Jaintia Hills and
- The office of SSA and the officers of the three Deputy Inspectors of Schools in the District have been strengthened with infrastructural facilities namely Computer/Furniture and Fax machines.

2. Major Problems/Concerns:

A. General

- Lack of infrastructural facilities in both lower primary and upper primary schools. Some of the schools do not even have a usable blackboard. In addition, drinking water and toilet facilities were also not available in practically all the schools.
- Teaching Learning Material (TLM) not available and this was a matter of concern, particularly for teaching of science and social sciences at the upper primary stage.
- Large number of untrained teachers, especially at the upper primary level,
- Recent change in curriculum and textbooks have led to problems in classroom transaction,
- Poor quality of teaching due to lack of infrastructural facilities, lack of teacher training and lack of parental awareness about education and their cooperation in sending children to schools,
- Lack of parental cooperation in the rural/tribal/coal belt areas and more specifically in the Saipung block,
- Lack of administrative block level staff and three Deputy Inspector of Schools for five blocks with position of sub-inspectors of schools lying vacant,
- Lack of facilities to cater to the requirements of children with special needs,
- High drop out rate attributed to lack of accessible upper primary schools in all the five blocks,
- All DIET staff not in position and thus training of block cluster functionaries and teachers difficulties and
- Prevalence of child labour.

Out of all the blocks in the district, the most remote and backward Saipung Block, was specifically referred to and a number of concerns highlighted.

B. Saipung Block

- Out of 90 villages in the block only a handful (10) have an upper primary school within the norm of 3 kms. Children come from 3-4 villages to attend the upper primary school. A few walk 3-4 kms., whereas others stay on rent in the main village so that they can then attend upper primary school, located in that particular village,
- Medium of instruction in schools at present is Khasi later on English was introduced whereas the local language is Biante, due to this children have difficulty in learning,
- Parental negligence of children requirements vis-à-vis schooling,

- Irregular attendance of children (they do not stay for the full day for a number of reasons, paid labour, unpaid labour, helping at home, sibling care, etc.),
- Lack of parental awareness on the importance and need for education and
- Practically all the teachers are untrained.

3. Future Action Points:

- Enhancing community awareness and mobilization,
- Establishment of one or two special schools for children with special needs,
- Up-gradation of lower primary schools. However, the State norm of having 60 children at the upper primary level was stated as a major deterrent to this proposal,
- A variety of training programmes to different groups and levels of functionaries, particularly untrained teachers to be organized on a priority basis and
- Support and guidance to be provide to the district team in developing a need-based Plan of Action for disadvantaged groups of children in the district.

4. Policy Issues to be addressed:

- Up-gradation of primary to upper primary in view of the required norm of 60 children,
- Review the detention policy since this is a major cause for high drop out,
- Selection and immediate appointment of DIET staff in view of the emerging training needs at the district level,
- Strengthening the Deputy Inspector of Schools office / block level structure with sufficient staff,
- Double charge held by the District Mission Coordinator and the Deputy Inspector of School, Amlarem,
- Re-deployment and rationalization of teachers within the district in view of some schools having 6-13 teachers and others being single teacher schools and
- Finalizing a suitable mechanism of convergence with the Department of Social Welfare, so as to avoid duplication of pre-school education at the village level.

Chapter - IV

CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

This chapter presents the major conclusions in Section I. This is followed by Section 2 in which important implications and recommendations for policy and action are highlighted.

Section 1 - Conclusions: A Brief Summary

A. Upper Primary Teachers

SSA and Quality Education

- Practically all the teachers were aware about the SSA through orientations or discussions.
- Lack of clarity regarding the goals of SSA and differences between DPEP and SSA, emerged across districts
- Defining quality education was perceived as difficult since it was felt to be a mix of different factors Teachers generally explained quality education more in terms of inputs required and outputs/outcomes.
- Teachers acknowledged the need to provide quality education to all children at all levels of education. Achieving this goal at the upper primary stage was perceived to be directly linked to factors responsible for school improvement, in terms of infrastructural facilities, capacity building and onsite school based support provided by BRCs and CRCs.
- Ranking of factors responsible for improving the quality of education by teachers indicates that a well-equipped school, where children come regularly are the two basic pre-requisites.

Roles and Functions of Sub-District Functionaries

- Roles and functions of SDFs had definitely promoted access to and supply of facilities to primary schools, under DPEP. In contrast, the upper primary classes were totally neglected
- The present roles of block staff were viewed as that of a '*providers*', '*trainers*', '*organisers*' and '*monitors*'. Cluster staff were seen as '*facilitators*' and '*academic guides*', except in Vishakhapatnam district, where the MRPs at the mandal level were perceived to be performing similar roles-functions to the cluster staff in other districts.
- Future role expectations from block and cluster functionaries was perceived as an extension of their present roles-functions under DPEP. Teachers desired a closer interaction with CRCCs in terms of academic onsite guidance and training inputs.
- Teachers were more appreciative of the role performed by CRCCs as compared to the block staff CRCCs were perceived as the crucial link between schools-blocks.
- School visits by sub-district functionaries was viewed as the key to effective educational intervention and quality improvement. A wide variation in periodicity of visits by block and cluster functionaries across all districts, was noticed.

- Greater frequency of visits by all functionaries, particularly BEOs was felt to be critical in providing onsite academic guidance and improving classroom practices.
- Frequency of school visits being conducted by sub-district functionaries was viewed as a function of variables such as - availability of manpower, distances to be covered, number of schools in a cluster and nature of appointment of CRCCs (full-time/part-time).
- In the future onsite academic support from CRCCs was expected in aspects such as - lesson planning, implementation and evaluation, monitoring and evaluation of students' performance, optimal use of TLM, classroom organisation and management, handling difficult units and balancing a child centred approach with content delivery.

In-Service Training

- In-service training was viewed as a necessary and crucial input for improving the delivery and quality of education. No training had been provided specifically for handling upper primary classes in the last two years or more.
- Under DPEP, training had been imparted to teachers, that included State specific programmes such as- SMART PT, Ujala I and II. Some upper primary teachers had also attended these trainings
- Usefulness of trainings attended was emphasized in terms of increasing self-confidence, improving classroom practices, understanding the importance of the child, creating a stimulating school environment and using new methods (activity based) for curriculum transaction.
- Enrichment of future trainings was suggested through identification of experienced subject experts as resource persons and inclusion of practical demonstrations
- Under SSA, teachers wanted trainings to become more regular and not remain a '*one-time*' programme. Follow up of the training and on the spot school based feedback for improvement was viewed as equally crucial.
- Top priority was given to training in specific subjects. Other training areas identified were -preparation and use of TLM, co-scholastic activities, use of computers and new methods in teaching.
- Out of all the subjects, training in Science was viewed as the most important, followed by English and Mathematics. In Science aspects such as - use of laboratory equipment, concept clarity, practical demonstrations and preparation and use of TLM were viewed as necessary inputs.

Other Aspects

- Major problems faced by teachers were lack of infrastructural facilities and TLM, insufficient number of subject teachers, irregular attendance of children, lack of training and non-co-operation of parents due to lack of awareness about the importance of education
- The role of district level institutions was viewed as critical especially in resolving the problems being faced by teachers. Overlapping of roles to a certain degree was perceived between the DPO and DEO as both were seen as '*planners*', '*organisers*' and '*providers*' of various facilities. The DIET was viewed as non-functional and the need to make it proactive and operational was emphasized. The role of the DIET in training, monitoring

and evaluating teacher-student performance was emphasized.

- Teachers identified key issues that they felt deterred onsite school based academic guidance and therefore need to be addressed by authorities such as:
 - Feasibility of one CRCC handling both primary and upper primary requirements,
 - Triple roles performed by TCSs as TCS, head teacher and teacher,
 - Part-time nature of the cluster co-ordinator in some districts,
 - Burden of non-academic work which involved considerable time and effort,
 - Qualifications and teaching experience of CRCCs that did not match the requirements of handling teachers at the upper primary and
 - Number of schools and distances between schools under one CRC.

B. Sub-District Functionaries

SSA and Quality Education

- Block/mandal resource persons and cluster co-ordinators were better informed about SSA in comparison to block/mandal education officers.
- All SDFs expressed an urgent need for in-service training on various aspects of SSA such as - EGS&AIE, enhancing community participation in remote areas, time management for handling both primary and upper primary stages and detailing out of activities for quality improvement in classrooms.
- Role clarification vis-à-vis upper primary teachers' needs/requirements and quality improvement was to be specifically addressed.
- Quality education was acknowledged as crucial by both block and cluster staff. Difficulty was expressed in defining / explaining the term. DPEP Phase I and II functionaries viewed quality more in terms of classroom processes, particularly the use of activity based methodology.
- BEOs perceived quality in terms of input provision and capacity building of teachers. Block and cluster resource persons, visualised it more in terms of desirable outputs-outcomes in students.

Present Roles and Functions

- In the present context under DPEP, similarities in the roles and functions of block and cluster functionaries emerged across four districts. BEOs and MEOs performed more administrative, supervisory and managerial roles as compared to the academic role of BRCCs and CRCCs.
- The major functions performed by CRCCs were- organising monthly meetings, follow-up of training, interacting and providing some onsite academic support to primary teachers. In addition, CRCCs passed on information, grants, incentives and TLM from the block level to schools.
- With the exception of Jaintia Hills and non-tribal mandals in Vishakhapatnam, block functionaries acknowledged CRCCs as the '*crucial link*' between them and teachers and were appreciative of the work being done by the cluster co-ordinators.

- Difficulty was expressed by SCRP in tribal mandals in catering to school requirements due to the hilly terrain, distance and time taken in monitoring and supervision of classroom activities.
- SDFs in Osmanabad and Vishakhapatnam, highlighted the evolving nature of their roles. A significant shift from achieving enrolment and retention to quality improvement over the years under DPEP, was highlighted.
- In both block and cluster resource centres, adequate infrastructural facilities, TLM/aids and equipment, library and laboratory were emphasised as basic pre-requisites for capacity building of upper primary teachers and achieving qualitative improvement.
- Major problems cited by CRCCs were - part time nature of appointment, double or triple roles being performed, lack of training to handle upper primary teachers, lack of facilities and more number of schools being catered to under each cluster.
- Block level staff highlighted the key issues of suitability of existing qualifications and experience of BRCCs to deal with upper primary classes, feasibility of handling existing number of schools and viability of existing staff catering to both primary and upper primary. SDFs suggested that all the issues needed to be addressed by State and district authorities.
- Under SSA, a perceptible shift in existing roles and functions was visualised by most of the SDFs. In the future they felt that the focus would be more on quality improvement, delivery of subject specific content based trainings, preparation of TLM for Science and Social Sciences, transaction of co-scholastic subjects and alternative forms of schooling.
- Preparatory activities had been initiated under SSA through orientations and discussions. Immediate steps to boost SSA activities that were suggested were - appointment of additional staff, conduct of subject specific training programmes, elimination/reduction of non-academic duties, provision of separate premises and facilities to cater to training and providing onsite support to upper primary teachers.

Strengthening the Role of Sub-District Structures and Functionaries

- SDFs from all districts emphasized the need to equip their centres and conduct an intensive capacity building exercise so as to facilitate their functioning more effectively under SSA.
- Despite districts being in different phases of implementation under DPEP, all SDFs expressed the need for separate buildings, more infrastructural facilities, a library and laboratory, to cater to upper primary teaching requirements.
- Cluster level staff emphasized the need for continuous support from both BEOs/MEOs and BRCCs. They expected BRCCs to organize more need based trainings and participate more actively at the school level as '*monitors*', '*evaluators*' and '*guides*',
- Promoting participation of Inspectors, AIs, School Complex Heads and headmasters was also suggested as an important strategy for achieving quality improvement by SDFs.

Role of District Level Institutions

- Block and cluster staff appreciated the key role played by the three district level institutions, i.e., DPO, DEO and DIET. SDFs perceived that these institutions could resolve all the problems presently being faced by them.
- The role of DPO and DEO was perceived to be more administrative than academic in nature involving functions like - planning, organising, appointing teachers, providing funds/incentives and co-ordinating/supervising the activities of BRCs, BEOs, CRCs and schools.
- Some degree of overlapping of roles emerged between the DPO and DEO, in that of-organizing trainings for teachers, supervision, monitoring and evaluation of schools.
- The DIET was visualized as a key organization providing academic support. The need to activate the DIET and make it more functional was emphasized. Developing stronger linkages between DIET, BRC and CRC was felt to be crucial in terms of training, monitoring and evaluation as well as capacity building of SDFs.
- SDFs felt that, district authorities in conjunction with the State should take some critical policy decisions, so as to facilitate their own roles and functions under SSA.

In-Service Training

- In service training was a universal need expressed by all SDFs, so as to equip them better to handle the upper primary stage.
- Future training areas considered to be important by cluster staff were - specific subjects, preparation and use of TLM, use of laboratory and science equipment, diagnostic and remedial teaching, use of computers and administration and management of schools for quality improvement
- SDFs perceived that teachers at the upper primary level needed training in - specific subjects to upgrade their knowledge and develop concept clarity, use new methods, prepare appropriate TLM especially in Science and Social Sciences. In addition, developing skills to transact co-scholastic areas, lesson planning, student monitoring and evaluation and school health and sanitation were felt to be equally necessary.
- Onsite guidance and support to teachers in classrooms was viewed as the key to quality improvement. SDFs felt that teachers required support in preparation of lesson plans, use of TLM, dealing with difficult lessons/units, use of laboratory and science equipment at the upper primary stage.
- CRCCs expressed a concern about the feasibility of providing onsite support due to limited availability of time and in some districts their double-triple roles. Intervention of State-district authorities was required, to facilitate their role under SSA.

Section 2 - Implications and Recommendations:

Objective 1: *To assess the perception of teachers and sub-district functionaries about quality education and the factors contributing to achieving quality improvement at the upper primary stage of education.*

Based on the major findings and conclusions arrived at, an attempt has been made to present a conceptual framework emerging from an understanding of how quality education is perceived by teachers and sub-district functionaries, and what would be required in terms of inputs to facilitate their own role in effecting quality improvement in schools as is presented in Figure 13. Analysis reveals a broad commonality among functionaries' views and perceptions. Against this backdrop, other important aspects are subsequently focussed upon and discussed.

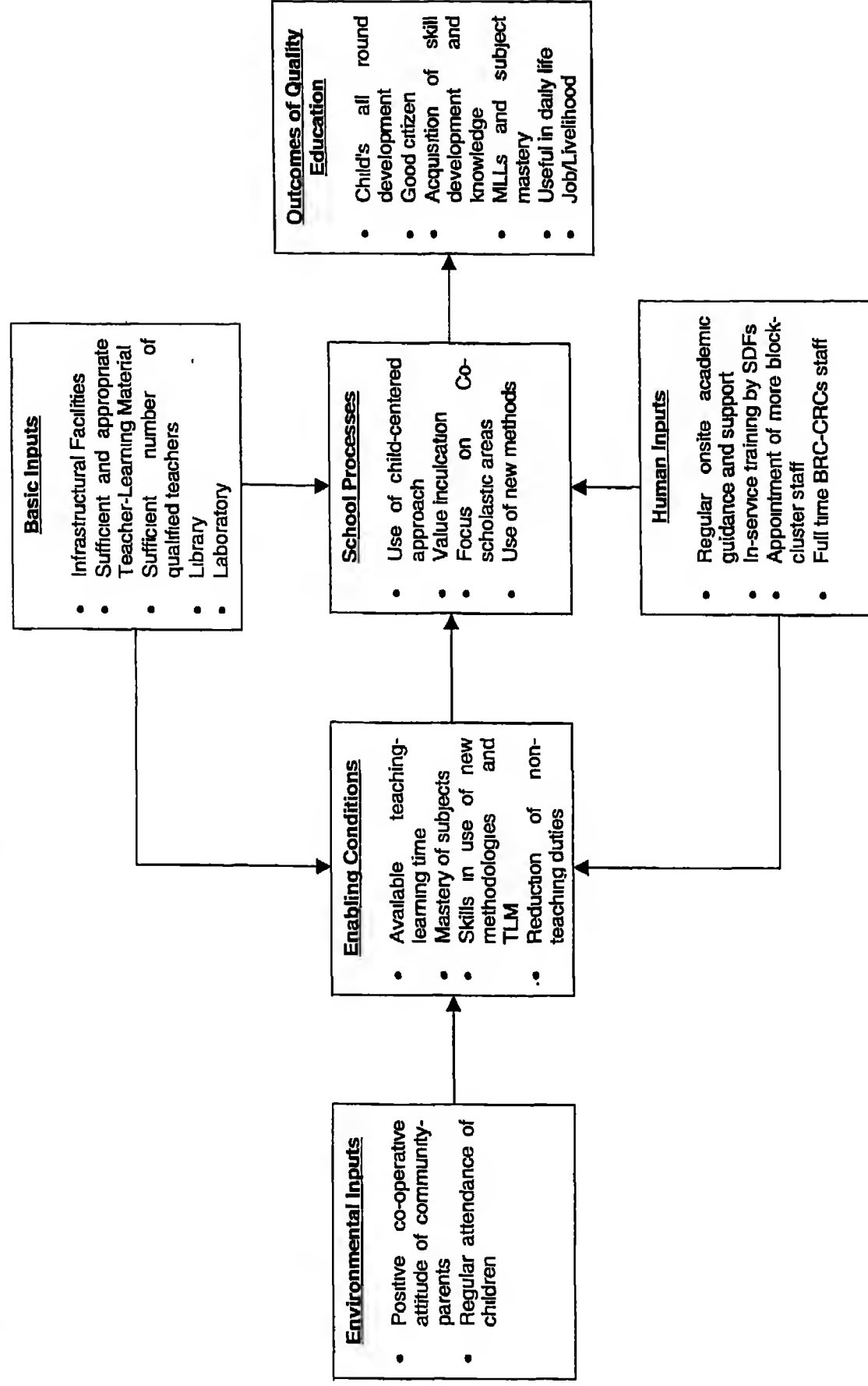
The conceptual framework presented has a number of implications and potential uses. Firstly, it summarizes for policy makers and planners the factors perceived as important by teachers, block and cluster functionaries with a view to effecting an appropriate quality improvement exercise. Secondly, it could be considered as the starting point for positive educational reform at the upper primary stage of education. Thirdly, it could also be used as a structure for planning and designing the monitoring of qualitative change and future training programmes. At this juncture, however, it needs to be clarified that in no way has any attempt been made to assign any kind of weightage or determine the relative importance of any of the identified factors. No single definition of quality education was arrived at or stated, by teachers and SDFs since they felt it was not possible to do so as quality education was perceived to be a 'mix' of various factors.

Three basic assumptions that may help to explain why a single definition of quality education was not felt to be viable by the respondents is (i) the importance of the context in which the school operates and therefore, the mix of characteristics that may work in one kind of setting may not necessarily be applicable in another; (ii) all the factors are mutually reinforcing; (iii) the 'ideal' and proper mix of these factors and how the system and functionaries nurture them depends on the particular setting of the context within which the individual school operates

The various factors identified as critical are summarized in figure 13. The figure presents each of the factors that have been viewed as important in effecting and achieving quality improvement at the upper primary stage and places them in a diagrammatic form under six major categories for purposes of simplification namely:

- environmental inputs
- enabling conditions
- basic inputs
- human inputs
- school processes and
- outcomes of quality education.

Figure 13: Emerging Conceptual Framework for Quality Improvement at the Upper Primary Stage of Education



Using the emerging conceptual framework as a reference point the analysis leads to two major conclusions. First, the respondents in the study have identified many factors such as - infrastructural facilities, TLM, library, laboratory and sufficient number of qualified teachers that they perceived would affect educational outcomes / outputs. Second, is the respondents' concern and focus on outcome related factors. These outcomes also represent the significant ways in which the term 'quality education' was understood and explained by the two major groups of respondents. The major outcomes highlighted were - child's all round development, good citizen, acquisition of skill development and knowledge, MLLs and subject mastery, usefulness in daily life and getting a job or earning a livelihood. In comparison, process factors operating within the school seem to have been relatively neglected. By implication, it could be assumed that the respondents perceive that selecting the right mix of inputs will inevitably lead to desired outputs. On closer examination, what the data also indirectly suggests or implies is that the previous educational programmes have been focussing on system wise measures that have responded to a variety of stated policy decisions, serving the needs of the general educational system rather than individual school based needs, in varying contexts. Most of the recent national reform efforts seem to assume that a national policy and the delivery of inputs will be sufficient to achieve quality improvement.

Under the SSA, this calls for a paradigm shift from the fragmented, compartmentalised approach to a more realistic integrated one that combines inputs, processes and school climate as the key to quality improvement. The framework also highlights the need to redefine quality and follow a differentiated individual school-wise approach in varying contexts. So far, generally an undifferentiated approach has been pursued. In addition, since there are inadequate learning conditions at the upper primary stage, the emphasis should be on establishing 'pre-requisites of quality' before trying to implement pedagogic improvement and change. To realize this, planners and practitioners need to arrive at a consensus on the elements that comprise 'quality'. This in turn requires a clear cut planned strategy focussing on the roles and functions to be performed by functionaries across different contexts and levels of operation. Finally, every teacher needs to play a pro-active role viewing the CRCC as a member of the school team and not an individual placed above him or her in the hierarchical order.

Objective 2: To assess the perception of teachers and sub-district functionaries regarding the present and future roles and functions of SDFs in improving quality at the upper primary stage under SSA.

The study has clearly brought out that across all the selected districts with the exception of Jaintia Hills, both block and cluster resource centres are emerging as important and critical institutions. Interaction with block and cluster level functionaries as well as teachers clearly highlights that a resource centre cannot be created and made functional by simply recruiting one suitably qualified person and/or providing a separate building and infrastructural facilities. The effective functioning of resource centres is largely determined by the type of support and range of activities performed by different functionaries vis-a-vis the goals and objectives stated in any given programme, be it DPEP or SSA and the needs of teachers working in schools.

Another important feature which emerged particularly in the DPEP Phase I and II districts of Osmanabad and Vishakhapatnam, was that a resource centre does not remain static but continuously evolves. Block and cluster functionaries in Kallamb, clearly highlighted that initially their role focused more on achieving targets of enrolment, retention and increasing the attendance and participation of children at the primary level. However, slowly overtime the focus shifted to improving curriculum transaction and delivery of quality education within classrooms. *An evolving institutional mechanism is welcome and needs to be promoted as an ongoing development. As resource persons keep interacting with teachers, their attitudes and perceptions regarding future roles and functions to be performed also undergo a change. These processes of changing, growing and developing have to be nurtured and fostered under SSA if any institution has to be dynamic and operational and cater to changing needs and requirements.*

- **Number of Staff and Nature of Appointment**

Since human resources form the core issue, what needs to be considered on a priority basis is the number of staff to be appointed or deputed besides selecting the right type of resource persons and team members. This issue in particular has been emphasized and re-emphasized by both sub-district functionaries and teachers across all the DPEP districts. This becomes all the more important with reference to upper primary level requirements that have to be handled. Recruitment is an issue that needs careful consideration. *By implication, selection and appointment of the right mix and number of personnel necessarily calls for the State to have a proper selection procedure. A crucial question that needs to be addressed is "what is the ideal number of resource persons to be appointed and what are the qualities that each one of them should possess to provide effective academic support thereby contributing to quality improvement efforts by the educational system particularly at the upper-primary stage".*

In all the four DPEP districts, a clear message that is reflected is that - *full time co-ordinators are a non-negotiable necessity all the more with the inclusion of upper primary in SSA.* In addition, a team of well qualified and experienced resource persons/subject specialists would be required in order to provide academic support to teachers at the upper primary level. Another variable which determines the quality of onsite support is the frequency of school visits to be conducted to the schools in one cluster and the distances to be covered by the cluster resource centre co-ordinator in order to reach the school. All these variables have been repeatedly emphasized as important issues to be addressed by district-State authorities, in view of the role expansion of personnel at block and cluster resource centres with the launching of the SSA.

- **Balancing Administrative and Academic Roles and Functions**

Envisaged role expansion vis-à-vis the SSA due to inclusion of upper primary classes, was felt to have serious implications on the balance of existing administrative and academic roles and functions being undertaken in the DPEP and overlapping of certain roles across the two levels. A broad consensus that emerged in the interviews with teachers was that both block and cluster resource centre co-ordinators should essentially devote most of their time to academic issues and school based support. However, the basic administrative functions were also acknowledged as

important which teachers felt could be undertaken by the Block/Mandal Education Officers concerned. *A fresh look at the role of these centres at this particular point of time is important, in the context of felt needs and feedback received. Equally important is that policy decisions match these emerging needs to facilitate the development of a functional institution and planning a well-directed strategy for quality improvement at the upper primary level.*

- **Shift in Decentralization, Accountability and Devolution of Power**

At all levels functionaries have appreciated the move towards decentralized planning, management and implementation under DPEP. However, decentralization alone may not lead to the desired results. It is when a systematic decentralization process is combined judiciously with a clear role of the Government (Centre-State) in setting and maintaining standards, providing TLM, training, supervision and support vis-à-vis the interaction of district and sub-district representatives that quality improvement can be effected. *Since the upper primary stage is just coming into focus the Government needs to carefully monitor the process towards decentralization and strengthen weaker aspects in the field based on the earlier experiences of DPEP.*

- **Activating the Role of Inspectors, ADEIs, School Complex Heads and Headmasters**

Under the DPEP, the academic support mechanism was created and promoted from the district down to the cluster level. With the inclusion of the upper primary under SSA, the work load of BRCCs and CRCCs is bound to increase. The situation becomes all the more challenging, since some of them are not well qualified and experienced enough to handle upper primary teachers' requirements. A practical option could be to extend the support machinery down further to involve heads of schools, i.e., headmasters who are already a part of the system. *The block-cluster staff in collaboration with the DIET can carefully supervise the schools, train the headmasters and provide necessary support in various operational areas within classrooms. Each headmaster can play a lead role both administratively and academically in the development of his/her own school in which he/she has an important stake.*

Delegation of responsibilities is both a challenge and an opportunity in the context of the newly inducted upper primary stage under SSA. New untapped officials could be mobilised as 'future partners' and their roles strengthened. A feasible and practical plan for involving inspectors and other equivalent officers, i.e., ADEIs at the sub-district level needs to be implemented. Schools have traditionally not taken the role of the inspector seriously, since he/she tends to concentrate on the more formal administrative supervisory tasks and is generally not concerned with what happens in classrooms. The supervision has so far been non-participatory. *This available unutilised manpower should be involved. To facilitate the Inspector's new role, a comprehensive training and package for their induction and future participation in providing classroom support and follow-up is crucial. This is necessary in order that they familiarize themselves with the needs and demands of upper primary teachers and deal with quality related issues with more sensitivity and understanding.*

Objective 3: To identify problems faced by upper primary teachers and sub-district functionaries in improving the quality of education at the upper primary stage.

A wide range of problems have been identified by teachers and SDFs as causing a hinderance in the smooth and effective transaction and conduct of their duties and responsibilities.

- **Provision of Infrastructural Facilities and Adequacy of Teachers**

Across all five districts, emphasis was laid by all levels of functionaries on two basic pre-requisites if quality improvement was to be achieved at the upper primary stage, namely, provision and improvement of infrastructural facilities and the appointment of a sufficient number of qualified upper primary teachers, particularly in the more remotely situated schools. Teachers across all the schools clearly highlighted the poor quality of school environment and working conditions which they attributed largely to the lack of appropriate and adequate infrastructural facilities. Teachers perceived a multitude of problems in their teaching environment such as - insufficient classrooms, over-crowded classes, lack of furniture, teaching aids and equipments and instructional materials. The problem was further compounded due to lack of / no electricity, toilet facilities and safe drinking water. The total absence of a library/reading room and laboratory in every school was also cited as a major deterrent in the delivery of quality education particularly in Science and Social Studies.

The combined efforts of the Operation Blackboard and DPEP focussing on both the dimensions mentioned above have led to considerable change and improvement of the situation at the primary level. In stark contrast is the dismal condition of upper primary classrooms, clearly indicating the need for not only additional investment in terms of funds which has been provided under the SSA, but more importantly prioritising and targeting specific areas-schools. Field level interactions clearly show that none of the districts in the sample had any objective criteria for meeting these two basic requirements for the upper primary stage.

The skewed position of teachers in remote and difficult to reach areas, e.g., Imamganj, Thanagaji, Siapung and Paderu is a result of an adverse placement/transfer in some of the preferred urban blocks. Effective recruitment and transfer policies do not appear to have been implemented so far to rectify the existing situation. At this juncture, it needs to be pointed out that in order to address the issue of inadequacy of subject specific teachers at the upper primary level, several states have deputed the para-teachers in some degree, i.e., Vidya Volunteers in Andhra Pradesh. This practice, however, creates a dual system which in turn generates its own set of problems that was referred to by some of the teachers during interviews.

It is important, therefore, to have a policy on provision of basic infrastructural facilities for schools. This should apply to all institutions providing schooling services, as this component is a basic pre-requisite in the delivery of the quality education and improvement. The provision policy needs to take into account the expected increase in enrolment and retention at the upper primary level under SSA, as well as transition rates going up from primary to upper primary.

Equally important, is the urgency to address the issue of non-availability and recruitment of qualified teachers, simultaneously retaining and rationalising the posting of existing teachers within the system. This calls for careful reflection by authorities culminating in a comprehensive policy based on the needs and demands (both short-term and long-term) of the school system, particularly in view of anticipated increase in enrolment and retention at both stages of education at the elementary level particularly at the upper primary.

- **Community Mobilisation and Awareness Building**

The role of the community, in particular parents and Village Education Committees (VECs) as created under the DPEP cannot be undermined. Under the SSA, a definite need to not only generate awareness but also to activate the community has been expressed by teachers, block and cluster functionaries, particularly in the tribal mandals of Paderu and Imamganj and Thanagaji blocks of Gaya and Alwar districts. It needs to be acknowledged that policy documents have categorically focussed on decentralization and community participation which has been emphasized in programme formulation as well, particularly in DPEP. However, as highlighted by all the functionaries, the focus remained on using a '*campaign mode*' with the major objective of enhancing enrolment of children at the primary level and not on building the commitment of people in different contexts towards schooling as a permanent feature.

In view of the 86th Constitutional Amendment, which has recently been enacted, the urgency for social mobilisation and positive opinion building in favour of completing elementary schooling, through school-community partnership is a non-negotiable necessity. This becomes particularly crucial for those groups that have been traditionally excluded or isolated from any kind of exposure to schooling. It must be appreciated that it is not easy for only government machinery to implement such an intensive, mass scale, long lasting community involvement programme. In view of the SSA, emphasising a community based approach with ownership of the programme as well encouraging convergence between different departments and schemes, the State and district authorities need to recognise this gap and take necessary steps to initiate change at the grassroots level from a long-term perspective.

Regular communication channels with parents need to be built, inviting them to take on more responsible roles. To fully involve parents in their child's education, training opportunities should be provided to help them take on responsibilities implied in newer more demanding roles. Simultaneously the head teacher and other staff would also need to modify their roles to promote parental participation in school activities. Joint trainings are recommended to be moderated by cluster-block-district authorities under the leadership of the DIET and active NGOs working in the concerned area.

Objective 4: *To assess the existing capacities and training needs of upper primary teachers and sub-district functionaries in providing quality education at the upper primary stage.*

Any major reform particularly with a view to achieving quality education needs to build structures and capabilities at all levels. The study clearly brings out the future training needs and requirements of both teachers and block-cluster functionaries. It is interesting to note that all the three types of functionaries, particularly teachers and cluster co-ordinators have highlighted similar aspects and areas that require strengthening. At the upper primary stage, the need for teachers' mastery in specific subjects has been emphasized by the teachers themselves. ***Teacher mastery can best be developed through a systematic local learning programme that includes in-service training, supervision and onsite academic support to be provided by well qualified and experienced resource persons. In the present context, it is the BRCCs and CRCCs.***

In addition to this training area, other areas such as - co-scholastic development, preparation and use of TLM and new methodologies, knowledge and use of computers, information about new changes and developments have also been emphasised. ***More importantly, what is required is that training should be regular and not a one-time event, it should be linked to practice and follow-up to be conducted by experts/resource persons in schools and feedback provided for on the spot improvement.***

At the sub-district level, effectiveness of resource centres is largely determined by the existing capabilities and skills of resource persons. Consequently, careful attention needs to be paid to the capacity building of resource persons and their systematic development vis-a-vis needs and requirements of upper primary teachers. The nature of this capacity building exercise in any district would be quite a challenging and complex exercise. The scope needs to be much broader at this level with the inclusion of upper primary so that training policies - techniques, schemes, changes can be explained, intentions clarified regarding details pertaining to the SSA, technical matters (funding norms) and new skills (address EGS&AIE, inclusive education) be included.

Thus, it is also crucial that BRCCs and CRCCs develop requisite skills and mastery in handling subject specific problems, transaction of co-scholastic areas, use of computers and motivating the head teacher and community to participate more in all aspects of upper primary education. The DIET and SPO concerned, need to implement training packages specifically geared to meeting upper primary requirements for SDFs on a priority basis with a focus on quality improvement and particularly focussing on guiding teachers in organising remedial instruction.

Objective 5: To identify inputs and strategies for strengthening the roles of sub-district functionaries in providing academic support and guidance to upper primary teachers.

The points that have been highlighted and discussed with reference to the earlier objectives provide a clear direction as to what measures should be adopted for strengthening the roles and functions of SDFs, in improving the quality of education at the upper primary stage. The study highlights two important aspects. Firstly, that no single intervention strategy can be implemented. Secondly, that simply providing inputs at only one level in the system will not serve any purpose since there is a symbiotic relationship between all the levels. Thus, by implication, a multipronged approach needs to be adopted focussing on intervention strategies directed at all levels of functioning - school, sub-district, district and State-Centre.

Field level data clearly highlighted an obvious fact that teachers and functionaries worked in a variety of contexts that had their own specific set of problems, concerns and demands.

I. School Level

Four major types of settings were observed in the field with reference to upper primary schools-classes:

- (a) **Schools where facilities are at a bare minimum or non-existent** - In this type of school, the building was found to be in a poor condition and had a single/two teachers catering to the educational requirements of all children. In this situation, the intervention strategies would have to focus on developing the capacities of the teacher and providing regular on-site school based support and guidance by the cluster and block functionaries, for multigrade teaching. **Therefore, individual capacity building of the teacher would be the major focus rather than the school as a whole. The role of community and the CRCC will become crucial in such a situation as compared to the BRCC.**
- (b) **Schools that have a building and a few classrooms with a sufficient number of teachers** - The need in this type of school context would be to provide support to the school staff in planning and implementing quality curriculum transaction in all schools. Cluster and block functionaries would have to continuously supervise, monitor and improve the on-going classroom practices and processes. **Thus, the classroom becomes the central focus for immediate intervention. Such a strategy would also imply continuous upgrading of the knowledge and skills of BRCCs and CRCCs.**
- (c) **Schools where basic minimum facilities are already provided, adequate number of teachers are appointed and the school size (enrolment of children) is relatively large.** Within such a school context, it becomes necessary to address the needs of the entire school ensuring that the headmasters' role is fully activated through appropriate training programmes and follow-up support, as has been suggested in a recommendation related to objective 2.

- (d) **Schools that are large in terms of the number of students and teachers and therefore have two or more sections in each class or are perceived as 'overcrowded' by the teachers.** This type of school was mainly seen in the urban settings nearer to the district/block headquarters. Interventions in this kind of a situation should be directed at the institutional level, wherein a proper timetable needs to be worked out for optimal utilization of the opportunity time vis-à-vis classroom organisation, management, lesson planning, evaluation, etc.

In all the four types of school contexts/ situations, the role of sub-district functionaries in providing training to teachers, 'on-site academic support and organising frequent meetings for interaction with teachers cannot be undermined.

II. Sub-District Level

The role of sub-district functionaries is extremely crucial since they are the closest to the focus of change and improvement, i.e., the school. Closeness serves two purposes - communication with the teacher that helps to provide direct inputs and at the same time resolves conflicts, issues and problems and also provides a feedback to the higher authorities to plan for further improvement.

To ensure that BRCC's and CRCC's roles are strengthened adequately so as to provide onsite academic support and guidance to upper primary teachers in schools-classrooms, the following interventions are suggested -

- Redefining the role of BRCCs/CRCCs by attaching greater importance to their academic support role to teachers, VECs and parents,
- Refocusing the scope of monthly meetings held at CRCs wherein actual demonstrations in content delivery, use of TLM-laboratory-kits, dealing with difficult units/lessons become a major part of the day's agenda,
- Exposure of BRCCs/CRCCs to an intensive training package on subject specific curriculum inputs and pedagogic practices. Inputs aimed at developing skills related to classroom observation, teacher training, supervision, monitoring, remedial teaching and action research are also needed,
- A specific focus on inputs related to providing support to head teachers through participatory management practices, encouraging team work and interaction with the staff and community,
- Skills in handling large/overcrowded classes, mainstreaming requirements, multigrade situations, inclusive education are also to be developed,
- Involving outside experts in providing academic inputs,
- Involving so called '*good*' upper primary teachers and secondary teachers on a rotation basis in this exercise,
- Rationalising the distribution of quasi-academic and administrative responsibilities between the BRCC/BEO and TOTs as the case may be,
- Constituting the BRC as an extension of the BRG and getting subject experts for each subject being taught at the upper primary level.
- Examining and reviewing the roles-functions of the members at the block level.

III. District Level

- Reviewing and re-examining the roles performed by the DEO and DPO to avoid overlapping,
- DIET should not exist in isolation but be made proactive so as to enable them to function as the nucleus of an academic support network comprising DIET, BRC, CRC and Headmaster. The BRCC should be given the status of an associate faculty of the DIET,
- A comprehensive institutional development plan for the DIET should be developed so as to promote its role as an institution providing technical support to BRCs and CRCs. It will also promote a conscious focus on upper primary requirements that have not been seriously considered a mandate of the DIETs by the staff so far,
- Under the SSA, the District Resource Group should be activated to focus on the upper primary stage. Teachers from the secondary and higher secondary levels could be inducted to act as resource persons for upper primary teachers and
- Examining the profile required for selection of BRCCs and CRCCs in the context of upper primary education.

IV. State and Centre

The State and Centre have to be concerned with the process of how quality improvement takes place in upper primary schools with regard to the content of reform vis-à-vis BRCCs and CRCCs. The upper primary may pose a challenge since it is a new unexplored area and therefore the State must consider and build a system that restructures and further develops the district, block and cluster level institutions to deal with the challenges of reform, at this particular stage of education. This can be facilitated by adopting the measures recommended below:

- **Institution building to develop the capabilities of a range of institutions.** The Centre and State need to develop a variety of institutions that can deal with various special requirements necessary for quality improvement such as - curriculum development, preparation of TLM and instructional aids/equipment, teacher training, harnessing community partnership and participation, alternative schooling, etc. Even more crucial areas are developing effective linkages in terms of relationships and communication between the district level institutions (DPO, DEO, DIET) and avoiding overlapping of roles-functions.
- **Reliable producer and distributor of materials and to provide the necessary resources for quality improvement.** For this the Centre and State need to build a reliable system based on mapping of local needs-requirements of each individual school. It also needs to look into the feasibility of local resource generation and maximizing the same. It is extremely important that the support provided is based on real needs (rather than a standard development for all schools-classes), as variations exist even within a cluster.
- **Representation in the field.** The State needs to be represented in the field and stay close to the so-called '*area of implementation*'. This can be realised by qualified district officers, who are well trained, equipped and supported to handle the upper primary stage, as this is a new operational area

- **Policy and administrative measures.** The effectiveness of the future role of block and cluster staff would be determined to a large extent by the priority given jointly by the State and district authorities to critical issues raised by SDFs in the field in relation to three major variables - their role expansion, meeting new demands of upper primary teachers and areas of work and wider coverage of schools. With a view to strengthening their roles under SSA the measures that need to be taken are recommended below:

- Reviewing the existing qualifications, experience and exposure of BRCCs and CRCCs vis-à-vis upper primary teachers needs/requirements,
- Institutionalizing the cluster resource centre or its equivalent,
- Appointing full time competent CRCCs and BRCCs,
- Formulating a feasible and practical recruitment, selection and appointment strategy,
- Linking performance to professional growth, to be monitored by the community-parents of children in school,
- Formulating a comprehensive redeployment and transfer policy for BRCCs and CRCCs,
- Articulating clear cut guidelines and role clarification for all types of functionaries and
- Reviewing the authority/power invested in BEOs and BRCCs.

Areas of Future Research

A significant aspect that emerges from the study is the need to undertake periodic research at the national, State and district levels, since nodal institutions keep evolving and the requirements/needs of school teachers also change over time.

Based on the findings, an attempt has been made to identify a number of areas that would contribute in better planning and implementation of interventions for quality improvement such as:

- benchmark studies in DPEP districts to facilitate appropriate policy decisions and interventions,
- indepth case studies of functional and not so functional resource centres to assess the ideal mix of roles-functions to be performed by SDFs,
- identification of linkages, communication channels and strategies required from the DIET to the school level to optimise functioning of nodal institutions,
- analysis of activities performed by SDFs focussing on quality improvement vis-à-vis school visits and monthly meetings for quality improvement and
- comparative studies across districts focussing on processes adopted by nodal institutions for quality improvement

Adopting all the above mentioned measures would only serve to improve, enhance and equip sub-district functionaries and facilitate their role in supporting upper-primary teachers under the Sarva Shiksha Abhiyan programme so as to contribute towards quality elementary education for all children.

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APPENDICES

Appendix 1: Tools (I-V)

Appendix 2: Action Plan for Data
Collection

Appendix 3: District-wise List of Blocks,
Clusters and Schools in the
Sample

Appendix 4: District-wise list of Officials
who had Participated in the
Group Discussions

Tool - I

Interview Schedule for Teachers

I. Personal Data

Name of the Teacher _____

Name of the School where presently working _____

Age _____

Sex

☐

Male

☐

Female

Designation _____

Present emoluments / salary _____

Distance of residence from school _____ (in kms)

Educational Qualifications _____

Years of service Total _____

Primary _____ Upper Primary _____

Any other stage (please mention _____)

Promotion during service

Yes/No

II. SSA and Quality of Education

1. Are you aware of the SSA Programme? Yes/No

2. How did you come to know about it?

3. Are you aware of DPEP? Yes/No

4. Is there any difference between the two? Yes/No
If yes, please mention what are the differences.

(i)

(ii)

(iii)

- 5 What according to you is quality of education?
- 6 Is quality education being provided to children in your school? Yes/No
Give reasons for your answer.
- (i)
- (ii)
- (iii)
7. In your opinion, are there any factors/aspects that can improve the quality of education? Yes/No
If Yes, please state three important ones.
- (i)
- (ii)
- (iii)
8. Rank the following aspects given in each of the sections A and B from 1 to 6 separately, in order of their importance as perceived by you in contributing towards improving the quality of education?

A. General

- (i) Regular training at the Sub-district level _____
- (ii) Onsite support and guidance by BRCC and CRCC _____
- (iii) Funds _____
- (iv) Community participation parental co-operation _____
- (v) Children's attendance (Regular) _____
- (vi) Physical facilities available _____

B. Classroom Related

- (i) Available teaching-learning time _____
- (ii) Curriculum and TLM _____
- (iii) Classroom transaction procedures _____
- (iv) Monitoring and evaluation of students _____
- (v) Classroom organization and management _____
- (vi) Knowledge of subjects to be taught _____

9 What according to you is the role of the block and/or cluster level functionaries in improving the quality of education? (State at least three)

(i)

(ii)

(iii)

III Perception about Block and Cluster Functionaries

10 Are there any person(s) at the block or cluster level working for elementary education? Yes/No

(a). If yes, what are they doing? State briefly

(b) If yes, how often (if at all) have they visited your school ? _____

(c) What was the purpose of the visit? Please tick mark in the appropriate box.

☐

Examine registers/records

☐

Organise meetings

☐

Observe teaching in classes

☐

Teach while you observe

☐

Talk to the children

☐

Attend VEC meetings

☐

Contact parents, village leaders community members, etc.

☐

Any other (Please specify) _____

11. According to you, what sort of help is required from the block and/or cluster level functionaries in improving the quality of education at the upper primary level?
(Aspects such as - Lesson planning, monitoring, evaluation, teaching specific subjects, TLM preparation, use of TLM, etc.)
State three areas for each level.

	Block	Cluster
(i)	_____	_____
(ii)	_____	_____
(iii)	_____	_____

- 12(a). If the Block and cluster level functionaries are already providing help/support/guidance to you, then is it sufficient?

☐ Yes
☐ Somewhat
☐ Not at all

- (b). If yes or somewhat, what kind of support or help is generally given (Please clarify for both levels separately)?

	Block	Cluster
1		
2		
3.		

- 13 What according to you should be the role and functions of Block and/or Cluster level functionaries, keeping in view the needs/requirements of upper primary school teachers?

Level	Roles and Functions
Block	1. 2. 3.
Cluster	1. 2. 3.

IV. Training and Support

- 14(a) Have you attended any training programme during the last two years organised by the BRC and/or CRC? Yes/No

- (b) If Yes, please fill the following details.

S.No.	Year	Period of Training Month/Years	Venue	Organised by	Focus of Training	*Usefulness

Note: Usefulness coded as:

Very Useful - VU
Somewhat Useful - SU
Not Useful - NU

15. Was any type of evaluation/feedback/follow-up conducted after the training? Yes/No
If yes, briefly describe what was done
16. Kindly mention, if any difficulties were faced by you during training under the following
- Administrative (Please specify)
 - Academic
 - Financial
 - Any Other
- 17(a) After the training programmes were conducted were any visits made by the block and/or cluster functionaries to the school? Yes/No
- (b). If yes, what was the purpose of the visit?
18. Did the training programme (s) help you in performing your job responsibilities better? Yes/No
If yes, please mention how?
19. Give suggestions for improvement of training programme.
- (i)
 - (ii)
 - (iii)

20(a) Do you feel the need for any more training? Yes/No

If yes, please specify the areas where you feel training is needed

(i)

(ii)

(iii)

(b) Do you feel the need for specific training for subject teaching Yes/No

If yes, which subjects and what kind of training inputs are needed
Please specify

21 Besides organising training programmes do the BRC/CRC functionaries provide any other kind of support Yes/No
If yes, please mention what kind of support.

BRC

CRC

(i)

(ii)

(iii)

22. What type of support do you think BRC and/or CRC functionaries should provide at the school level?

V. Problems and Difficulties

23. Do you face any difficulties/problems as an upper primary teacher? Yes/No
If yes, please mention under the following:

- Academic
- Administrative / Managerial
- Financial
- Any Other

24. How can the block and cluster level functionaries help to solve the academic/classroom related problems faced by you? Please give suggestions.

	Block	Cluster
(i)	_____	_____
(ii)	_____	_____
(iii)	_____	_____

25. Do you think the district authorities mentioned below can help in any way? Yes/No

If yes, please state how.

DPO

DIET

DEO

Tool - II
Interview Schedule for Block Functionary

I. Personal Data

Name of the Block _____

Name of the Block Functionary _____

Designation _____

Experience of working in the BRC/BEO/Any other _____ years _____ months

II Sarva Shiksha Abhiyan and Quality of Education

1 Are you aware of the SSA programme? Yes/No

2. How did you come to know about it?

3 Are you aware of the DPEP? Yes/No

4(a) Is there any difference between the two? Yes/No

4(b). If Yes, please mention what are the differences.

5. If you are already working for DPEP then do you think your role and functions will change under SSA, especially since it covers the entire elementary stage?
If Yes, how? Yes/No

6(a). Do you think that the present roles and functions of the BRC need to be changed under the SSA programme? Yes/No.

6(b). If Yes, state what new role (s) and function (s) need to be undertaken by the BRC. Please prioritize:

(i)

(ii)

(iii)

6(c). Is more staff required at the BRC with the introduction of the SSA? Yes/No
If yes, for what purpose?

7. What according to you is '*satisfactory quality of education*'?

8 Do you think that the quality of education needs to be improved? Yes/No

9. If Yes, for which stage (s) of education? (Please tick mark in the box (es))

- ☐ Pre primary
☐ Primary
☐ Upper Primary

10. What role can the BRC play in improving the quality of education at the upper primary stage?

III. Roles and Functions

11(a). What are the major role (s) and function (s) you are presently performing?

(i)

(ii)

(iii)

11(b). Besides the role (s) / function (s) mentioned by you, is there any other role or function you think you should be performing specifically for the upper primary stage? Yes/No

If Yes, please mention below

(i)

(ii)

(iii)

12. What role can you as a block functionary member play in :

- improving the quality of education under SSA for the upper primary stage?
- providing support to teachers at the upper primary stage?
- strengthening the role and functions of CRCs?
- enhancing the community's participation under SSA?

13(a). Do you feel that the BRC requires inputs/support so as to help teachers to handle subject teaching at the upper primary level? Yes/No

13(b) If yes, in which subjects and what kind of inputs are needed? Please suggest

14(a) Are you prepared for the new role(s)? Yes/No

14(b) If Yes, please mention briefly the preparations undertaken by you or any other agency/organisation at the district, state or national level.

14(c) If No, what steps should be taken and by whom to prepare you for the new role and related responsibilities?

15 What kind of inputs do you feel is required to strengthen and enable the BRC to deal with the upper primary stage and why?

☐

More Funds

☐

Infrastructural Facilities

☐

Manpower

☐

Training

☐

Linkages and support from DIET

☐

Any other, please specify _____

16. What support would you require for your new role?

17. What role can the CRC play in improving the quality of education at the upper primary level?

18. What is your perception regarding the DIET's role in improving the quality of education at the upper primary level?

IV. Training and Support

- 19 Do you think the teachers teaching upper primary classes have any specific problem? Yes/No
If yes, mention the three most critical ones

(i)

(ii)

(iii)

- 20 While planning for training of teachers how is the focus of training/topic decided upon?

- ☐ Formal needs assessment of upper primary school teachers
- ☐ Observation of schools and teaching
- ☐ Directions from district / state authorities
- ☐ Plan of Action
- ☐ Any other (Please specify) _____

- 21 Have any training programme been organised by the BRC for upper primary school teachers or head teachers in the last two years? Yes/No

If Yes, please give details in the table given below

Year	Title of the Programme	Duration	For whom the training was organised	No of Persons Trained	Collaborating Agency (if any)	Whether funded by SSA/DPEP funds or outside agency	*Mode of Training

*Lecture based/participatory/Audio Visual based

22. Do you think that teachers teaching upper primary classes have any specific problems? If Yes, state the areas- Yes/No
- (i)
- (ii)
- (iii)
23. Are you satisfied with the present follow-up action being taken? Yes/No
24. What according to you should be the kind of follow-up action that needs to be taken?
25. How are CRCs helpful with regard to improving the quality of education at the upper primary stage?
26. Do you think that the CRC staff requires training for performing better in their roles? Yes/No
If yes, what inputs would you suggest?
27. Do you feel that the CRC staff needs any special inputs to deal/handle upper primary schools-teachers? Yes/No
If yes, please mention what inputs are required?
- (i)
- (ii)
- (iii)

V. Problems and Difficulties

28(a). Are you facing any problem (s) in performing your present role (s) and function (s) Yes/No
If Yes, please briefly mention three major ones under the following.

- Academic
- Administrative / Managerial
- Financial
- Any Other

28(b) How do you think the above mentioned problems can be resolved?

29. In what ways according to you can the District Project Office (DPO), DIET, CRC help to strengthen your centre in its activities for the upper primary stage?

DPO

DIET

CRC

(i)

(ii)

(iii)

30. Please mention, if any future strategies/plan of action have been developed by the BRC/BEO specifically for dealing with the upper primary stage of education

Observation / Remarks

Tool - III
Interview Schedule for Cluster Functionary

I. Personal Data

Name of the Cluster _____

Name of the Cluster Functionary _____

Designation (if any) _____

How many years/months have you been working in the CRC/Any other
 _____ years _____ months

Nature of participation (Please tick mark) Full time ☐
 Part time ☐

II. Sarva Shiksha Abhiyan and Quality of Education

1 Are you aware of the SSA programme? Yes/No

2 How did you come to know about it?

3 Are you aware of the DPEP? Yes/No

4 Is there any difference between the two? Yes/No
 If Yes, please mention what are the differences

5. If you are already working for DPEP then do you think Yes/No
 your role and functions will change under SSA?
 If Yes, how?

6(a). Do you think that the present role and functions of the CRC Yes/No.
 needs to be changed in view of the SSA programme being launched?

(b). If Yes, state what new role (s) and function (s) need to be undertaken .

(i)

(ii)

(iii)

7(a). What according to you is '**satisfactory quality of education**'?

(b) Do you think that the quality of education needs to be improved? Yes/No

(c) If Yes, for which stage (s) of education. (Please tick mark in the boxes)

<input type="checkbox"/>	Pre primary
<input type="checkbox"/>	Primary
<input type="checkbox"/>	Upper Primary

(d). What role can the CRC play in improving the quality of education at the upper primary stage?

III. Roles and Functions

8(a). What are the major role (s) / function (s) you are presently performing?

(i)

(ii)

(iii)

(b). Besides the roles and functions mentioned by you is there any other role or function you think you should be performing particularly for the upper primary stage? Yes/No
If Yes, please mention below

9. What role can you as a cluster functionary play in :

- improving the quality of education under SSA for the upper primary stage?
- handling the upper primary stage of education?
- providing support to upper primary teachers/head teacher?
- enhancing the community's participation in SSA?

10(a). Are you prepared for the new role(s)? Yes/No
If Yes, please mention briefly the preparations undertaken by you or any other agency/organisation at the block, district, state or national level

(b) If No, what steps should be taken and by whom to prepare you for the new role?

(c) What support would you require to prepare you for the new role?

11 What role can the BRC/BEO play in improving the quality of education at the upper primary level?

12 What kind of inputs do you feel is required to strengthen and enable the CRC to deal with the upper primary stage and why?

- ☐ More Funds
- ☐ Infrastructural Facilities
- ☐ Manpower
- ☐ Training
- ☐ More Support from BRC/BEO
- ☐ Interaction with Teachers
- ☐ Any other please specify _____

IV. Training and Support

13. Do you think that teachers teaching upper primary classes have any specific problems? Yes/No
If Yes, mention the three most critical ones.

(i)

(ii)

(iii)

14. While planning for training of teachers how is the focus of training/topic decided upon?

- ☐ Formal needs assessment of upper primary school teachers
- ☐ Observation of schools and teaching
- ☐ Directions from district / state authorities
- ☐ Plan of Action
- ☐ Any other (Please state) _____

15. Have any training programmes been organised for upper primary school teachers or head teacher in your cluster in the last two years? Yes/No

If yes, please give details in the table given below

Year	Title of the Programme	Duration	For whom Training was Organised	No. of Persons Trained	Collaborating Agency (If any)	Whether funded by SSA/DPEP Funds or Outside Agency	*Mode of Training

*Lecture based/participatory/Audio Visual based.

16. Do you think teachers need training in any specific areas? Yes/No
If yes, state the areas-
- (i)
 - (ii)
 - (iii)
17. Are you satisfied with the present follow-up action taken? Yes/No
18. What according to you should be the kind of follow-up action that should be taken?
19. What kind of onsite support and guidance do upper primary teachers need? Mention the activities clearly
- (i)
 - (ii)
 - (iii)
20. How are BRCs helpful with regard to improving the quality of education at the upper primary stage?
21. Do you think that CRCs are making any difference in realizing the goal of UEE? Yes/No
If yes, how?

22(a). Do you think that the CRC staff needs any training so that they can help more in improving the quality of education at the upper primary stage? Yes/No
If yes, training in which areas/aspects? Please mention.

(i)

(ii)

(iii)

(b) Do you feel that the CRC staff requires specific inputs/support so as to handle subject teaching at the upper primary level? Yes/No
If yes, in which subjects and what kind of inputs are needed?
Please suggest.

23 Do you feel that the BRC staff requires training for performing their roles better, especially with reference to upper primary school teachers? Yes/No

V. Problem and Difficulties

24(a). Are you facing any problem (s) in performing your present role and function? Yes/No
If Yes, please briefly mention three major ones under the following

- Academic
- Administrative / Managerial
- Financial
- Any Other

(b). How do you think the above mentioned problems can be resolved?

25 In what role can the District Project Office (DPO), DIET, BRC /BEO help to strengthen your centre in its activities for the upper primary stage?

DPO

DIET

BRC/BEO

(i)

(ii)

(iii)

26 Please mention, if any future strategies/plan of action have been developed by the CRC specifically for dealing with the upper primary stage of education

Tool - IV
Profile of Block Resource Centres

- 1 Name of the Block Resource Centre (BRC) _____
- 2 Name of the Block Resource Centre In-Charge _____
3. Year when the BRC was established _____
- 4 Total number of clusters covered by the BRC _____
(Please attach list)
- 5 Total no. of schools covered by the BRC .
 - Separate primary schools _____
 - Separate upper primary schools _____
 - Upper primary sections attached to high schools _____
 - Upper primary sections attached to primary schools _____
- 6(a) Total no of staff attached to the BRC _____
- (b) Details of staff at BRC

S. No.	Name	Designation	Full Time/Part Time	Academic/ Professional Qualification	Work Experience at BRC (In years)	Monthly Remuneration (In Rs.)

Infrastructure

- 7(a). Does the BRC have separate premises? Yes/No
(Indicate whether constructed under DPEP/rented/donated by the community)

- (b). Does it have residential facilities? Yes/No

If Yes, for whom? _____

If No, do you feel residential facilities are necessary and why?

- (c) Equipment available (Please give a list)
Please mention if you require some equipment that is presently not available in your BRC and for what purpose.

Equipment

Purpose

(i)

(ii)

(iii)

- (d). Library - Yes/No. If Yes, indicate (for the upper primary level) the number of

- Books _____
- Audio Cassettes _____
- Video Cassettes _____
- Other material (please specify) _____

- (e). Do the BRC, CRC staff and/or teachers use the material available?
Yes/No

- 8(a). Has the BRC staff undergone any training in the last two years for the upper primary stage of education? Yes/No

(b). If yes, please fill in the details in the table given below.

Year	Title of the Programme	Duration	Focus of Training	No. of Persons Trained	Whether funded by SSA/DPEP funds or outside agency	*Mode of Training

*Lecture based/participatory/Audio Visual based

9(a). Are the role and functions of the BRC based on:

- Guidelines Y/N
- Handbook Y/N
- Annual Plan of Action Y/N If Yes, please specify _____

(b). If none of the above, on what basis are the functions to be performed decided and by whom?

(c) What are the major functions of the BRC? Please state the three most important functions.

(i)

(ii)

(iii)

10(a) Does the BRC develop an annual plan of action?

Yes/No.

If Yes, has the plan been incorporated in the
Yes/No
annual district plan for 2001-2002?

10(b) What is the role of the BRC in the preparation of the district plan?

11(a). Is the BRC and its staff involved at the pre-primary, primary and/or upper primary stage of education? Please state the stage in order of importance.

1

2

3.

(b). Have any activities been planned for the upper primary stage? Yes/No
If Yes, please mention the type of activities

(i)

(ii)

(iii)

12. Does your staff interact with Upper Primary School teachers? Yes/No
If Yes, since when and what are the ways in which this interaction takes place with teachers. Please mention

(i)

(ii)

(iii)

13(a). Had any meetings been held with upper primary, schools/sections?
Yes/No
during the last two years?

(b) If Yes, how many and what was the purpose of the meeting (s) and issues discussed?

Tool - V
Profile of Cluster Resource Centres

- 1 Name of the Cluster Resource Centre (CRC) _____
- 2 Name of the Cluster Resource Centre In-Charge _____
- 3 Year when the CRC was established _____
- 4 Total number of schools covered by the CRC
 - Separate primary schools _____
 - Separate upper primary schools _____
 - Upper primary sections attached to high schools _____
 - Upper primary sections attached to primary schools _____
- 5(a) Total no of staff attached to the CRC _____
- (b) Details of staff at CRC

S.No.	Name	Designation	Full Time/Part Time	Academic/ Professional Qualification	Work Experience at CRC (In years)	Monthly Remuneration (In Rs.)

Infrastructure

- 6(a) Does the CRC have separate premises? Yes/No
(Indicate whether constructed under DPEP/rented/donated by the community)

- (b). Does it have residential facilities? Yes/No

If Yes, for whom?

If No, do you feel residential facilities are necessary and why?

- (c). Equipment available (Please give a list)
Please mention if you require some equipment that is presently not available in your CRC and for what purpose

Equipment	Purpose
(i)	
(ii)	
(iii)	

- (d) Library Yes/No

If Yes, indicate (for the upper primary level) the number of

- | | |
|-----------------------------------|-------|
| • Books | _____ |
| • Audio Cassettes | _____ |
| • Video Cassettes | _____ |
| • Other material (please specify) | _____ |

- 6) Do the _____ and/or teachers use the material available? Yes/No

7(a) Has the staff at the CRC including yourself undergone any training in the last two years for the upper primary stage of education? Yes/No

(b) If yes, please fill in the details in the table given below.

Year	Title of the Programme	Duration	Focus of Training	For whom training was organised	No. of Persons Trained	Collaborating Agency (if any)	Whether funded by SSA/DPEP funds or outside agency	*Mode of Training

*Lecture based/participatory/Audio Visual based

8(a) Are the role and functions of the CRC based on.

- Guidelines Y/N
- Handbook Y/N
- Annual Plan of Action Y/N
- Any other Y/N If Yes, please specify _____

(b). If none of the above on what basis are the role (s) and function (s) to be performed decided and by whom?

(c). What are the major functions conducted by the CRC? Please state the three most important functions

(i)

(ii)

(iii)

- 9(a) Does the CRC develop an annual plan of action? Yes/No
- (b) If Yes, has the plan been incorporated in the annual district plan for 2001-2002 Yes/No
- (c) What is the role of the CRC in the preparation of the district plan?
- (d). Are any activities included for the upper primary stage? Yes/No
If Yes, please mention three major type of activities
- (i)
- (ii)
- (iii)
10. Is the CRC and its staff involved at the pre-primary, primary and/or upper primary stage of education? Please state the stages in order of importance.
- 1
- 2.
- 3.
- 11 Does your staff interact with Upper Primary School teachers? Yes/No
What are the ways in which this interaction takes place with teachers?
Please mention
- (i)
- (ii)
- (iii)
- 12(a). Had any meetings been held with upper primary, school teachers/head teacher? Yes/No
- (b). If yes, how many and what was the purpose of the meeting (s) and issues discussed?

ACTION PLAN FOR DATA COLLECTION

- | | |
|---------------------------------------|--------------------------|
| 1. Maharashtra
(Osmanabad) | 24-08-2002 to 15-09-2002 |
| 2. Rajasthan
(Alwar) | 22-09-2002 to 08-10-2002 |
| 3. Andhra Pradesh
(Vishakhapatnam) | 18.10.2002 to 04-11-2002 |
| 4. Meghalaya
(Jantia Hills) | 30-11-2002 to 21-12-2003 |
| 5. Bihar
(Gaya) | 12-01-2003 to 04-02-2003 |

DISTRICT-WISE LIST OF BLOCKS, CLUSTERS AND SCHOOLS IN THE SAMPLE

A. STATE: MAHARASHTRA DISTRICT: OSMANABAD

Blocks	Clusters	Schools	Classes
I. BHOOM	Bhoom	Hivra Arsoli	(I-VII) (I-VII)
	Sukta	Matrawadi Chincholi	(I-VII) (I-VII)
	leet	Dokewadi Girwali	(I-VII) (I-VII)
	Pargaun	Pimple Gaon (K) Pargaun	(I-VII) (I-VII)
	Washi	Washi Golegaun	(I-VII) (I-VII)
	Saramkundi	Shendi Saramkundi	(I-VII) (I-VII)
	Pathrud	Pathsangvi Naliwadgaun	(I-VII) (I-VII)
	Walwad	Walha Gonegaon	(I-VII) (I-VII)
II. KALLAMB	Gobindpur	Deo Dhamara Malkaranja	(I-VII) (I-VII)
	Lohata (East)	Lohata (East) Diksal	(I-VII) (I-VII)
	Shiradhona	Soundana (Amba) Ranjni	(I-VII) (I-VII)
	Itkur	Gambhirwadi Khondla	(I-VII) (I-VII)
	Padoli	Padoli Dhoral	(I-VII) (I-VII)
	Andora	Andora Hasegaun	(I-VII) (I-VII)
	Moha	Wagholi Shelka Dhanora	(I-VII) (I-VII)
	Yermala	Pangaon Bangarwadi	(I-VII) (I-VII)

Note: All the schools in the sample were Zilla Parishad Upper Primary Schools, covering Classes I-VII.

B. STATE: ANDHRA PRADESH
DISTRICT: VISHAKHAPATNAM

Mandals	Teacher Centres	Schools	Classes
I. Munagapaka	Munagapaka	M P.U.P. School, Munagapaka M P U.P. School, P Anandapuram	(I-VII) (I-VII)
	Nagulapalli	Z.P.H. School, Nagulapalli M P.U P. School, Arabupallem	(I-X) (I-VII)
	Vadrapalli	M.P.U.P. School, Nagavaram Z P.H. School, Vadrapalli	(I-VII) (VI-IX)
	Thotada	M.P.U.P. School, T. Sirsapalli M P.U P. School, Narayudupalem	(I-VII) (I-VII)
	Chuchukunda	M P.U.P. School, Chuchukunda M P.U P. School, Melupaka	(I-VII) (I-VII)
II. Anakapalli	P A U.P. Anakapalli	P.A.U.P. School, Anakapalli M P George U P School, Anakapalli	(I-VII) (I-VII)
	Woodpeta	M.P.U.P. School, Woodpeta T.G. High School, Anakapalli	(I-VII) (VI-X)
	Agraharam	M.P.U.P. School, Rebaka M.P.U.P. School, Shenkaram	(I-VII) (I-VII)
	Sirsapalli	M P.U.P. School, Sirsapalli M P.U P. School, Gopal Puram	(I-VII) (I-VII)
	Mutrasa Colony	M.P.U.P. School, Mutrasa Colony M.P.U P. School, Kunchangi	(I-VII) (I-VII)
III. Gajuwaka	Vadlapudi	M.P.U.P. School, Vadlapudi	(I-VII)
	AK Keveddepalem	M.P.U.P. School, Nataya Palam	(I-VII)
IV. *Tribal Mandals	Paderu	M P U P. School, Gudivada	(I-VII)
		M P.U P. School, Thumpada	(I-VII)
		M.P.U P Vantalamanidi School	(I-VII)
		M P.U.P. School, Lingesuttu	(I-VII)
		M.P.U.P. School, Lagispalli	(I-VII)
	Araku Valley	M.P.U.P. School, Sunkarametta M.P.U.P. School, Yandapallivalasa	(I-VII) (VI-X)
	Hukumpeta	Govt. High School	(VI-X)
	Dombriguda	Govt. High School	(VI-X)
	Minumuluru	M P.U P. School	(I-VII)

Note: Two Teacher Centres were taken since two upper primary schools could not be got under one Teacher Centre

** Tribal Mandals comprise the following - Paderu, Araku Valley, Hukumpeta, Dombriguda and Minumuluru*

D. STATE : RAJASTHAN
DISTRICT : ALWAR

Blocks	Clusters	Schools	Classes
I. UMREIN	Kasba Dehra	Jatiyana Hajipur	(I-VIII) (I-X)
	Paitpur	Machadi Palkhadi	(I-VIII) (I-VIII)
	Akbarpur	Parsaka Bass Madhogarh	(I-VIII) (I-VIII)
	Itarana	Tulara Divakari	(I-VIII) (I-VIII)
	Kalsada	Kasarpur Dadar	(I-VIII) (I-VIII)
	Mundiya	Bijward Narula Malkhada	(I-VIII) (I-VIII)
	Baad Bilandi	Badhav Sumel	(I-VIII) (I-VIII)
	Haldina	Karwara Haldina	(I-VIII) (I-VIII)
II. THANAGAJI	Gardwasai	Hinsala Maludana	(I-VII) (I-VIII)
	Basaijogyan	Lilamunda Bijaypur	(I-VIII) (I-VIII)
	Ajabgarh	Piplai Naidoli	(I-VIII) (I-VIII)
	Ajabpura	Kanpur Laduwas	(I-VIII) (I-VIII)
	Basberisal	Kolahera Narayanpur	(I-VIII) (I-VIII)
	Mandri	Natusar Thanagaji	(I-VIII) (I-VIII)
	Churani	Rupuka Bas Guda Churani	(I-VIII) (I-VIII)
	Bamanwas	Bikampur Dera	(I-VIII) (I-VIII)

C. STATE: BIHAR
DISTRICT : GAYA

Blocks	Clusters	Schools	Classes
I. TIKARI	Chainpura	M.S. Chainpura M.S. Madhopur	(I-VIII) (I-VIII)
	Tikari (Adarsh)	A.M S Tikari G.M.S. Tikari	(I-VIII) (I-VIII)
	Bhawanpur	Basic M S. Bhawanpur M S Arkdhibria	(I-VIII) (I-VII)
	Bhori	M S. Bhori M.S. Pura	(I-VIII) (I-VIII)
	Kamalpur	M S. Kamalpur M.S. Sanda	(I-VI) (I-VII)
	Mau	M.S Mau M.S Simuara	(I-VIII) (I-VIII)
	Dihura	M.S. Urbishnupur M.S. Rebai	(I-VIII) (I-VII)
	Makhdumpur	M.S Makhdumpur M.S. Chaita	(I-VII) (I-VIII)
II.IMMAMGANJ	*Parariya	M.S. Parariya M.S Ujjar Bahera	(I-VIII) (I-VIII)
	Raniganj	Govt Girls M S Raniganj Govt. Basic M S. Bara	(I-VIII) (I-VIII)
	Guriya	M.S Guriya M S. Bahera Chuanbar	(I-VIII) (I-VIII)
	Bhaluhar	M S. Bhaluhar M.S Shaifganj	(VI-VIII) (I-VIII)
	Buikopur	M S. Bikopur M.S. Salaiya	(I-VIII) (I-VIII)
	Imamganj	Adarsh M.S. Immamganj	(I-VIII)
	Dharbhanga	M S Darbhanga	(I-VIII)
	Pipra	M.S. Pipra M S. Shivnagar	(I-VIII) (I-VIII)
	Tilaiya	M.S. Tilaiya M.S. Jamuara Kalan	(I-VIII) (I-VIII)

*Note: * In Parariya cluster only one middle school was available and therefore to complete the sample of two schools, Ujjar Bahera had to be selected from another cluster.*

E. STATE : MEGHALAYA
DISTRICT : JAINTIA HILLS

Blocks	Schools	Classes
I. Thadlaskeln	Nartiang Adhoc Grant UP School Nangbah Govt UP School H K. Singh Adhoc Deficit UPS Tome Memorial Deficit UPS Seinraij Deficit UPS Govt Boy's Secondary School Govt. Girl's Higher Secondary School Senior Basic Govt. School Lum St. Francis, Assisse School Umshyngiar	(I-VII) (I-VII) (I-X) (I-X) (I-VII) (V-XII) (I-X) (I-VII) (I-VII)
II. Khliehriat	Rymbai Pohskur Adhoc UPS Bataw Deficit Wapung Pohskur Adhoc Lotus UPS P/S Adhoc Deinshynrum Holycross, Umkiang Deficit Wellington Memorial Adhoc Ratacherra Sutnga Govt UPS Latyrke Deficit UPS	(V-VII) (V-X) (V-VII) (IV-VII) (VIII-X) (IV-VIII) (V-VII) (V-VII)
III. Amlarem	Thangbuli Deficit UPS Padu Deficit UPS Laishnong Deficit UPS Syndai Deficit UPS Trangblang Govt. UPS Amwi Jarain Adhoc Grant Pdengshakap Adhoc Grant UP	(V-VII) (V-VII) (V-VII) (V-VII) (V-X) (V-VII) (V-VII)
IV. Laskein	Raliang Deficit Grant St Dominic Mookyndeng Deficit Shangpung Govt. Mowdaiaw Govt.	(V-VII) (V-XII) (V-VII) (V-VII)
V. Saipung	Shnongrim Deficit Saipung Govt.	(IV-VII) (V-VII)

Note: No Clusters have been established in many of the Districts in Meghalaya.

DISTRICT-WISE LIST OF OFFICIALS WHO HAD PARTICIPATED IN THE GROUP DISCUSSIONS

District: Osmanabad

Date: 26th August, 2002

Venue: DPEP Office

S No.	Name	Designation
1.	Shri Mulka H. K	गट समन्वयक BRC
2	Shri Shinde H M	गट समन्वयक
3	Shri Roun R B	सलाहकार
4	Shri Veer S B.	अ. ए. शि. प्र.
5.	Shri Mohre A.B	अनौ. शि. प्र.
6	Ms. Daxini M K	Steno
7	Shri K C Dhordke	प्र. प्रमुख
8	Shri Chandanshive P R	कु. सा.
9	Shri Deshmukh V P	-
10	Shri Wade U.B	गट समन्वयक
11	Ms Sunita Kartikar	Zilla Mahila Samkhaya, Osmanabad
12	Shri Katkar S L	जि. म. स.
13	Shri Ram Dhabe	Lecturer in DIET
14	Shri Ramdutt A D.	अधिव्याख्याता, डायट, उस्मानाबाद
15	Shri Dhumal N P	ज्येष्ठ अधिव्याख्याता, प्राचार्य (प्रतिनिधि) डायट, उस्मानाबाद
16	Shri Jadhav A S	ज्येष्ठ अधिव्याख्याता, डायट, उस्मानाबाद
17	Shri A A.B. Kashi	Accounts Officer
18	Shri S A Sayyad	Teacher, Chhatrapati Shibaji High School
19.	Mr Pimpleshar	Lecturer in Zilla Parisada Boys High School
20	Mr Kaji	Accounts Officer
21	Shri N.K. Pimple	Jr. Lecturer
22	Shri Shankar Ghatrao	Jr Lecturer, ZPHS
23	Shri S V. Ghateao	MLL (DPEP)
24	Shri L U Tambe	Block Co-ordinator
25	Shri Gadhave R S	Block Co-ordinator, Paranda
26	Shri S.S Ghodalae	MIST/c
27	Shri G.P Garad	Jr. Engg
28	Shri H.B Anawale	Dy P O

District: Vishakhapatnam

Date: 21st October, 2002

Venue: DEO, Vishakhapatnam

S.No.	Name	Designation
1	Shri A Rama Rao	MEO
2	Shri Ksrk Sastry	MEO
3	Shri K Satyanarayana	MRP
4.	Shri K Mutyam	MEO
5	Shri K. Ravi	MRP
6	Shri T V. Sanyasayya	MEO
7	Shri Y Kondala Rao	MEO
8	Shri M Narayana Swamy	MEO
9.	Shri D Nagaraju	MEO
10	Shri D Subrahmanyam	MRP
11	Shri D Nageswara Rao	MRP
12	Shri T Appa Rao	MEO
13	Shri K L J Mohana Rao	MEO
14	Shri Ramana	MRP
15	Shri R Nooka Raju	MEO
16	Shri Y Venkata Rao	MEO
17	Shri K Prasada Rao	MEO
18	Shri B V. Venkata Rao	MEO
19.	Shri Krishna	MRP
20	Shri Pan Das	MEO
21	Shri K Bhaskara Rao	MEO
22	Shri Dhuryodhan	MEO
23	Shri A Ramachandrudu	MEO
24	Shri Bappa Rao	MEO
25	Shri P Thrinadha Rao	MRP
26	Shri G Satyanarayana	MRP
27	Shri T Visvanath	MEO
28	Shri K Satyanarayana	MEO
29	Shri S Narayana	MEO
30.	Shri D S Ramachandra Rao	MEO
31.	Shri S Ramalingam	MEO
32	Shri A Rama Rao	MEO
33	Shri P Ayyala Naidu	MEO
34	Shri P George Ebuzer	MEO
35	Shri S Dalayya	MEO
36.	Shri P.V Bhanumurthy	MEO
37	Shri K. Satyanarayana Rao	MEO
38.	Shri A Bhaskara Rao	MEO
39	Shri Pernavaratnam	MEO
40.	Shri P G Rama Krishana	MRP
41	Shri G Padmini	MRP
42	Shri M Ramireddy	MRP
43	Shri K Sriramamurthy	MRP
44	Staff of DPEP Office	
45	Staff of DEO's Office	

District: Gaya

Date: 22nd January, 2003
Venue: DIET Gaya

S.No.	Name	Designation
1	Shri Arinjay Kumar	Dy. Superntendent of Education
2	Shri Ahida Sahu	Area Education Officer
3	Shri Ganga Prasad	Block Education Extension Officer
4	Shri Sahdeo Prasad	Block Education Extension Officer
5	Shri Mujeeb Ansari	Block Education Extension Officer
6.	Shri Rajendra Pd Chaudhary	Block Education Extension Officer
7	Shri Ishwar Singh	Block Education Extension Officer
8	Shri Upendra Prasad	Block Education Extension Officer
9.	Shri Mahmood Alam	Block Education Extension Officer
10	Shri Dinesh Prasad	Block Education Extension Officer
11.	Shri Rajesh Kumar Sinha	Block Education Extension Officer
12	Shri Roshan Ara	Block Education Extension Officer
13	Shri Sushil Kumar	Block Education Extension Officer
14.	Shri Arun Kumar Sharma	Block Education Extension Officer
15	Shri Ajay Kumar Singh	Block Education Extension Officer

District: Gaya

Date: 23rd January, 2003

Venue: DIET Gaya

S.No.	Name	Designation
1.	Mrs Sandhya Paranjpe	Reader, NCERT
2	Mr. S A Moin	Principal, DIET, Gaya
3.	Mrs Bandana Kumari	Assistant
4	Mr Vijay Kumar Thakur	Assistant Resource Person
5	Mr Anil Kishor Singh	Assistant Resource Person
6	Mr August Rishi	Resource Person
7	Mr Dhananj Kumar	Resource Person
8.	Mr Mithlesh Kr Sharma	Resource Person
9.	Mr Siddheshwar Thakur	Resource Person
10	Mr. Gopal Upadyay	Resource Person
11.	Mr Bacchu Prasad	Resource Person
12	Mr Krishna Prasad	Resource Person
13	Mr. Shiv Nath Paswan	Resource Person
14	Mr Surendra Choudhary	Resource Person
15.	Mr Rakesh Kumar Singh	Resource Person
16	Mr Raju Kumar	Resource Person
17	Mr Sanjay Kumar	Resource Person
18	Mr. Arvind Kumar	Resource Person
19.	Mr Nishat Alam	Resource Person
20	Md. Mustaq	Resource Person
21.	Mr Jai Prakash	Resource Person
22	Mr. Amal Prakash Navin	Resource Person
23	Mr Khaliq Kabir	Resource Person
24.	Mrs Veena Jha	Resource Person
25	Mr. Surendra Prasad	Resource Person
26	Mr Utpal	Resource Person
27	Mr Arun Kumar	Resource Person
28	Mr Vijay Prasad	Resource Person
29	Mr Shyam Kishore Prasad	Resource Person
30.	Mr. Nagendra Pandit	Resource Person
31	Mr Kishori Mohan	Resource Person
32	Mr. Uma Shankar Singh	Resource Person
33	Mr Brahmdeo Prasad	Resource Person
34	Md. Danish Nisar Khan	Resource Person
35	Mr Suresh Prasad Yadav	Resource Person
36.	Md. Aslam	Resource Person
37	Mr Narayan Singh	Resource Person
38	Mr. Rajesh Kumar	Resource Person
39	Mr Dwarika Prasad	Resource Person
40	Mr Jitendra Prasad	Resource Person

District: Alwar

Date: 24th September, 2002

Venue: DIET Alwar

S.No.	Name	Designation
1	Shri Chandraprakash Malik	-
2.	Shri Ravindra Kumar Gupta	BRCF
3	Shri Rajendra Kumar Jain	BRCF
4	Shri Jagmohan Sharma	BEE0
5	Shri Hiralal Saini	BEE0
6	Shri Prakash Chandra	CRCF
7	Shri Om Prakash Sharma	BEE0
8	Shri Jagdish Prasad Jatav	BEE0
9	Shri Gopal Krishan	RP BRCF
10.	Shri Subehe Singh Yadav	BRCF
11	Shri Dinesh Kumar Gupta	BRCF
12	Shri Satyapal	CRCF
13	Shri Hoshia Singh	BEE0
14	Shri Tarachand Gopal	BEE0
15	Shri Prehlad Sharma	BEE0
16	Shri Brajmohan Pathaya	BRCF
17	Ms Rohita	BRCF
18	Shri Amar Singh Yadav	Ad BEE0
19	Shri Ganesh Prasad Sharma	BEE0
20	Shri Suresh Chandra Sharma	BEE0/BRCF, Ramgarh

ite: 4th December, 2002

ue: Deputy Commissioner's Office,
Jaintia Hills

S.N.	Name	Designation
1	Mrs S Wajari	Principal DIET
2	Mrs C Lhuid	Lecturer DIET
3	Mrs G Sten	Lecturer DIET
4	Mr. D Nongrum	Lecturer DIET
5	Mrs Rev C L Laloo	Principal KJP Synod, Higher Secondary, Jowai
6	Mr. W. Lyngdoh	D I. School, Khliehriat
7.	Mrs P Shullai	D I Schools Jowai
8	Mr R Manners	Asst. Teacher Primary
9.	Mrs B Lamare	Inspector of schools, Jaintia Hills
10.	Mr T. W. Blah	District Mission Coordinator, SSA, Jaintia Hills

DLDI, NCERT
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